

# Living Together Now and Long Ago

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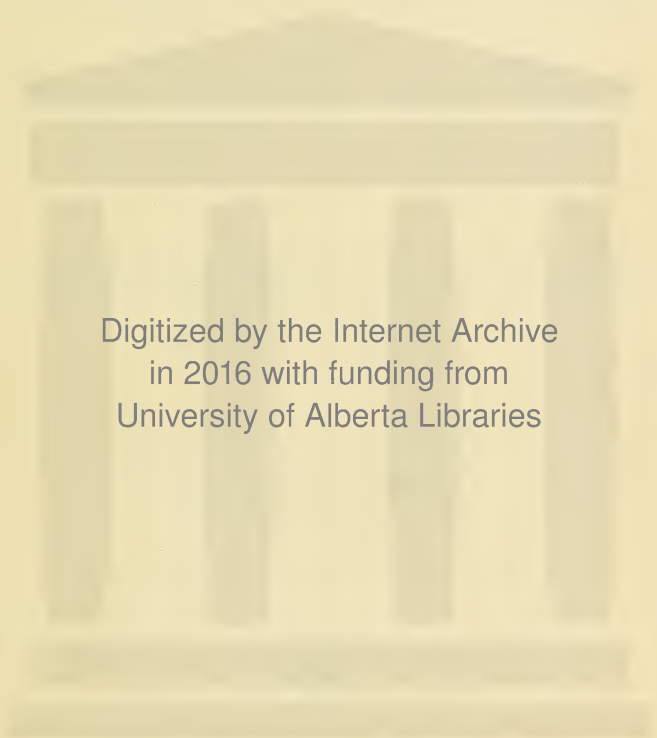
CUTRIGHT • CHARTERS • NEWELL



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MACMILLAN SOCIAL-STUDIES SERIES

# LIVING TOGETHER

## *Now and Long Ago*

PRUDENCE CUTRIGHT—W. W. CHARTERS

BERNICE NEWELL

ZOE A. THRALLS • *Geographical Consultant*

*Illustrated by* WESLEY DENNIS



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#### ACKNOWLEDGMENTS

The picture of the elevator (page 62) and that of the passenger airplane (page 255) appearing in this book are adaptations of photographs furnished by the Otis Elevator Company and United Airlines respectively.

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## Boys and Girls :

Did you see the little pictures that are used in the table of contents of this book? They show a tractor () , an Indian tepee () , the back of a covered wagon () , and a tall building () .

You will see the same pictures again as you read your book. They will tell you that you have come to the learning helps. Learning helps are things for you to do. They will make it easy for you to remember what you have read. They will help you to learn other things. We hope that you will like these helps and that you will enjoy learning from this book.

The Authors



**MACMILLAN SOCIAL-STUDIES SERIES**

**A BASAL SERIES IN HISTORY AND GEOGRAPHY**

*Senior Authors:* Prudence Cutright • W. W. Charters

*Geographical Consultant:* Zoe A. Thralls

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**LIVING TOGETHER AT HOME AND SCHOOL**

Mae Knight Clark

**LIVING TOGETHER IN TOWN AND COUNTRY**

Mae Knight Clark

**LIVING TOGETHER NOW AND LONG AGO**

Bernice Newell

**LIVING TOGETHER AROUND THE WORLD**

Mae Knight Clark

**LIVING TOGETHER IN THE AMERICAS**

King • Dennis • Potter

**LIVING TOGETHER IN THE OLD WORLD**

Walter Lefferts



## A Farm, a Village, and a City



## WHERE DO PEOPLE LIVE?

Where do you live? Do you live on a farm, where your neighbors are not near you? Or do you live in a village or in a town, where your neighbors are just next door? Maybe you live in a city, where there are many, many people and many big buildings.

The stories you are now going to read will tell you about different kinds of places where people live. Some of the places will be just like the farm, the village, the town, or the city where you live. Some will be different and new to you.

Jack and Mary Fuller are the children you will read about first. They live on a farm. Maybe you live on a farm. Maybe you live in a village like the village where Jack and Mary go to school. Maybe you live in a city like the city they visited.

With Jack and Mary Fuller you will learn where people live, and how people live, and why people live where they do.

## The Highway Stand

Jack Fuller and his father and his sister Mary were looking at the garden behind their farm home. It was a big garden.

"Our garden is good this year," said Mr. Fuller. "Look at the corn, the cabbages, and all the other vegetables. There will be more vegetables than we can use."

"What can we do with them, Father?" asked Jack. "They should be used."

"Mother will can many of our vegetables," said Mary, "and I will help her. All last winter we had vegetables from our garden, and we had our apples and other fruit too."



"I think we are going to have more vegetables and fruit than we can use this winter," said Mr. Fuller.

"Father, you know the vegetable stand on the road to town," said Jack. "We saw it the other day."

"Yes, Jack," Mr. Fuller said. He guessed what Jack was thinking.

"Well, Father, you saw how many cars stopped at the stand. Those people were selling their vegetables right on their farm. We should have a vegetable stand. We could sell our vegetables, and other things too."

"You are right," said Mr. Fuller. "Mother and I have always wanted to have a stand on the highway near our house. But we had so much farm work to do that we could not take time to sell our vegetables to the people who would stop."

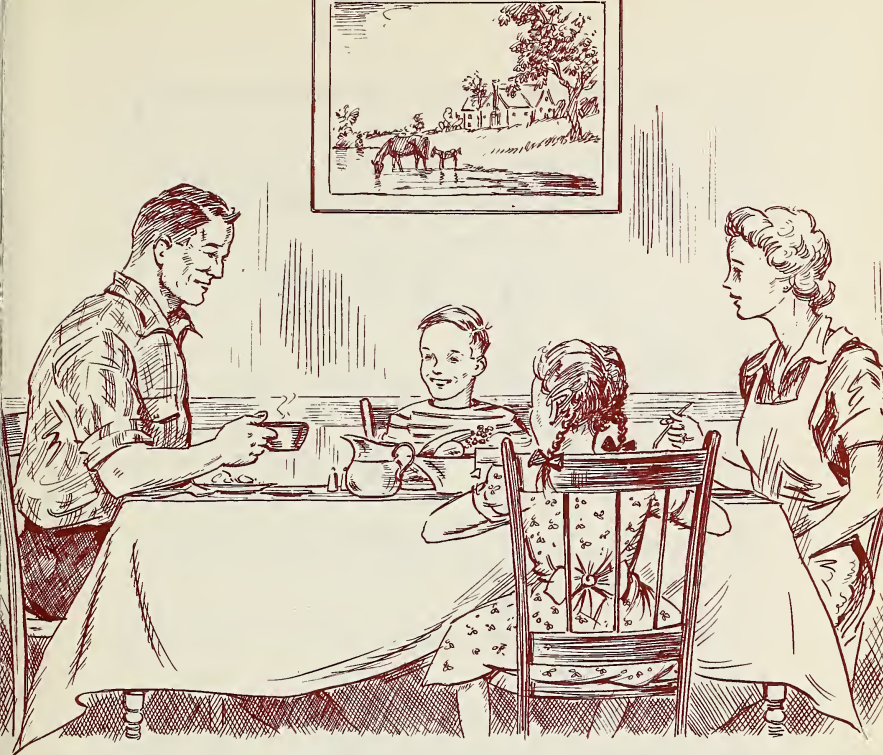
"Could Mary and I take care of a stand?" Jack asked.

"Yes, could we?" asked Mary. "You know Jack and I helped to plant the vegetable seeds last spring, and all summer we have helped to weed the garden and water the plants."

"You and Jack do take good care of the garden," said Mr. Fuller. "Mother and I can see that you know how to do things. I think you could run a vegetable stand. Let's talk to Mother about it."

When the family were at supper, they all talked about the vegetable stand. At last Mrs. Fuller said she thought that it would be fine for the children to have the stand.



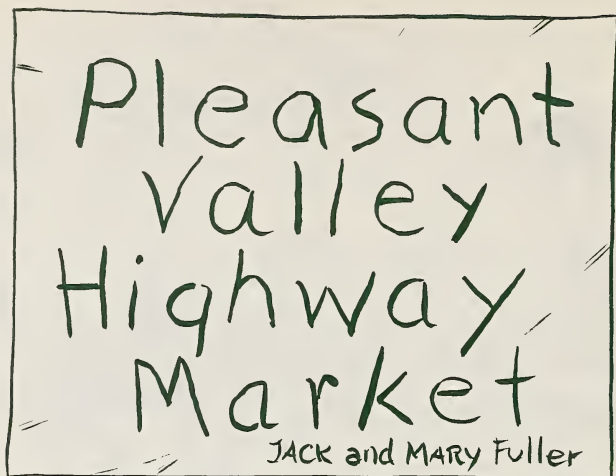


After supper Jack said to Mary, "Come on. Let's see where we can build our stand." He and Mary ran out of the door.

"I think their stand will do well," said Mother.

"We shall see," said Father. "The next time I go to Pleasant Valley I am going to buy lumber for the stand." Pleasant Valley was a village near the farm.

Jack and Mary helped their father plan the stand, and the day he got the lumber they helped him build it.



"Our stand should have a name," said Mary.  
"What shall we call it?"

"We live near Pleasant Valley," said Jack. "Let's call it Pleasant Valley Highway Market." They made a big name card for their market. The market at the side of the road was ready.

"It looks beautiful," Mary said.

"Yes, it does," said Jack. "We will sell all our vegetables."

The next morning Jack and Mary were up bright and early. They picked and cleaned the fresh vegetables and took them from the garden to the stand. By the time they were through, the stand was filled with clean, fresh vegetables.

"Here comes a car!" Jack said. "Maybe it will stop." But it went by.

"Here comes another!" said Mary. "Maybe it will stop." But it went by too. One car after another went by until the morning was nearly over.

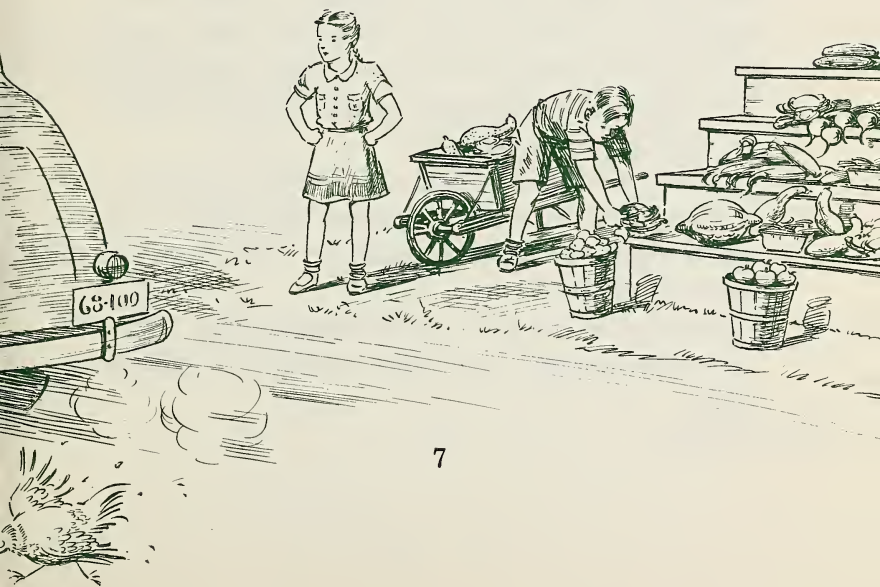
"What shall we do?" asked Jack.

"Let's go and ask Mother what to do," answered Mary.

They did not need to go, for just then they saw Mother coming to the stand. From the window she had seen that the cars did not stop. Mary and Jack asked her what to do.

"Well, Jack," Mother said, "if you were going by, could you see what is on the stand?"

"No," Jack answered. "All the vegetables are together."





"We must make our stand look better," said Mary. "We can put the corn all in one place. The boxes of beans I can put side by side. I can find other places for the tomatoes and the other vegetables. Then I am sure people will want to stop to buy from us. Thank you, Mother, for telling us."

"People don't know about our market," said Jack. "Let's make some cards. I will ask Mr. Brown if we may put them up along the highway on his farm. I think he will let us."

"And I have thought of something too," said Mary. "I can hold up some corn so that people in the cars will see it."



"Fine!" said Mother. "Now I think you should sell your vegetables. I must go back to work."

Jack made the signs, and Mr. Brown let him put them up. Mary made the stand look better.

A car was coming down the highway. Mary picked out some fine corn to hold.

The car stopped! A man got out to see the stand.

"I saw your signs up the road," said the man. "Then I saw a young lady holding corn. I wanted to stop. Now I am glad I did, for your stand is the best I have seen in a long time. I will buy some corn."





I will stop to buy fresh vegetables from you often.”

“Thank you,” said Jack.

“Maybe you will tell your friends,” said Mary.

“We shall have fresh vegetables every day.”

From then on many people stopped to buy.



### A Word Puzzle

Below are four groups of words. Copy them on a piece of paper.

Look at each group carefully. In each group there is one word which does not belong with the rest. On your paper draw a circle around the word that does not belong with the others.

1. village, town, barn, city
2. neighbors, vegetables, family, people
3. buy, children, sell, market
4. house, winter, summer, spring

Talk over with your teacher how the other words are alike. How are they different?

### Choose a Word

Which one of these four words will fit into both of the sentences below: **farm, work, sign, plan?**

1. He will (?) his name on the paper.
2. Mary and Jack made a (?).

## The Farm on the Highway

The vegetable garden is not all of the Fullers' farm. Their farm is so big that Mary and Jack cannot see where it stops and the next farm begins. It is so big that Mr. Fuller has to have a man to help him do the work.

Mr. Fuller likes this farm because there are no hills or mountains on it. It is good for growing crops and for pasture for cattle.

Mr. Fuller's pasture is along a stream that runs through the farm. The cattle always have fresh water to drink. The grass in the pasture is fine and green.

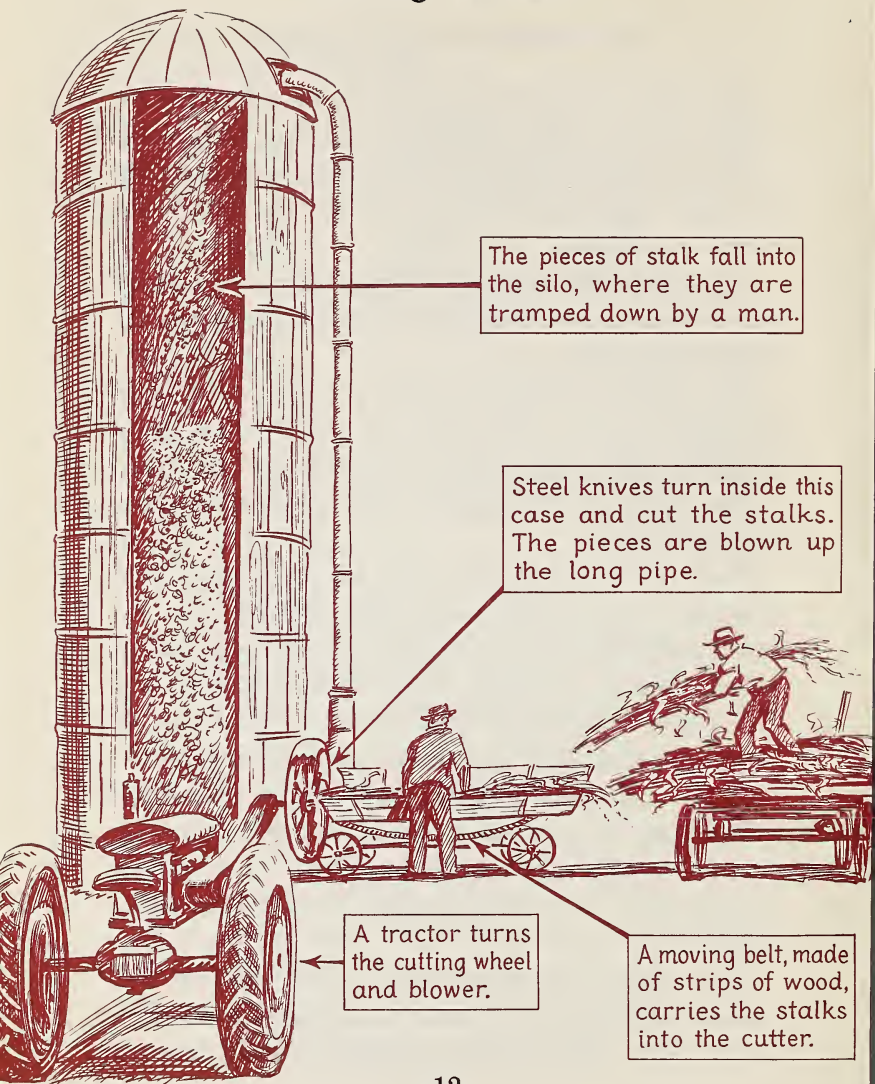
Mr. Fuller grows three big crops on his farm — corn, hay, and wheat.

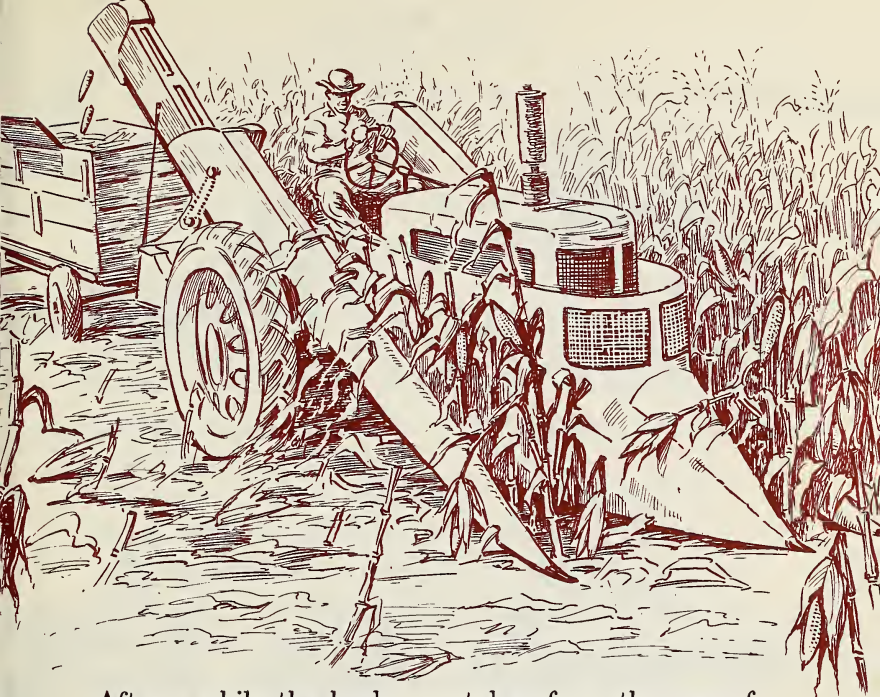
Some of his corn he cuts when the stalks and leaves are green. The stalks, leaves, and ears are cut into small pieces and put in the silo. In winter this cut-up corn is food for the cows. Some of the neighbors help Mr. Fuller when he fills the silo. Mr. Fuller and his neighbors often help one another with their work.

Other corn stays in the field until fall. Then the yellow ears are harvested. On some farms the men just go through their cornfields with a big wagon and take off the ears of corn by hand. They let the stalks stand.

Other farmers use machines to cut off the stalks and make bundles of them. The farmers stand these bundles in the field. The standing bundles are called shocks.

## Filling the Silo





After a while the husks are taken from the ears of corn by hand and the corn is put away for winter use.

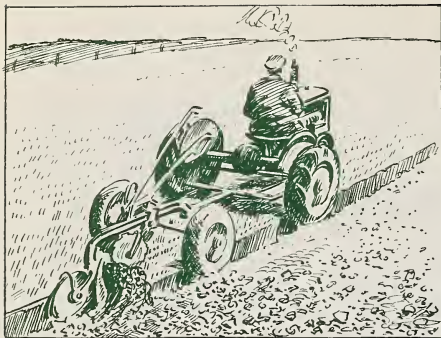
Mr. Fuller has the very newest way to harvest his corn. He and some of his neighbors have a machine to pick corn. They have it together. They all helped to pay for it.

The farmers who have the machine take turns using it. The machine is driven through the cornfield. It picks the ears of corn right off the stalks and puts them in the wagon.

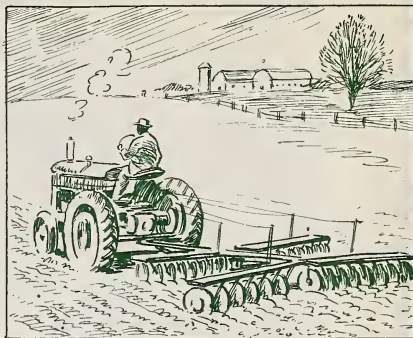
Farm machines are a big help with farm work. There are now many kinds of machines that farmers can use.



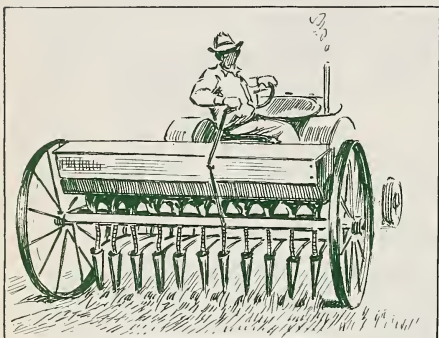
# Farm Machines



A plow turns over the soil.



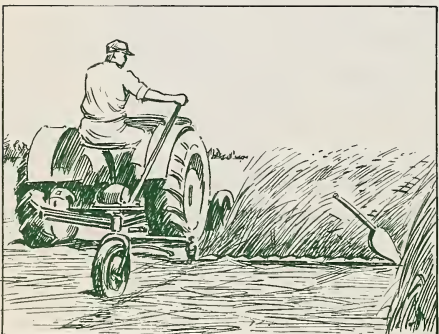
A disc harrow makes soil fine.



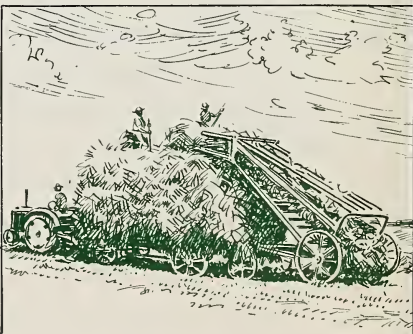
A grain drill sows the seed.



A combine harvests ripe grain.



A mower cuts grass for hay.



A loader puts hay on wagon.



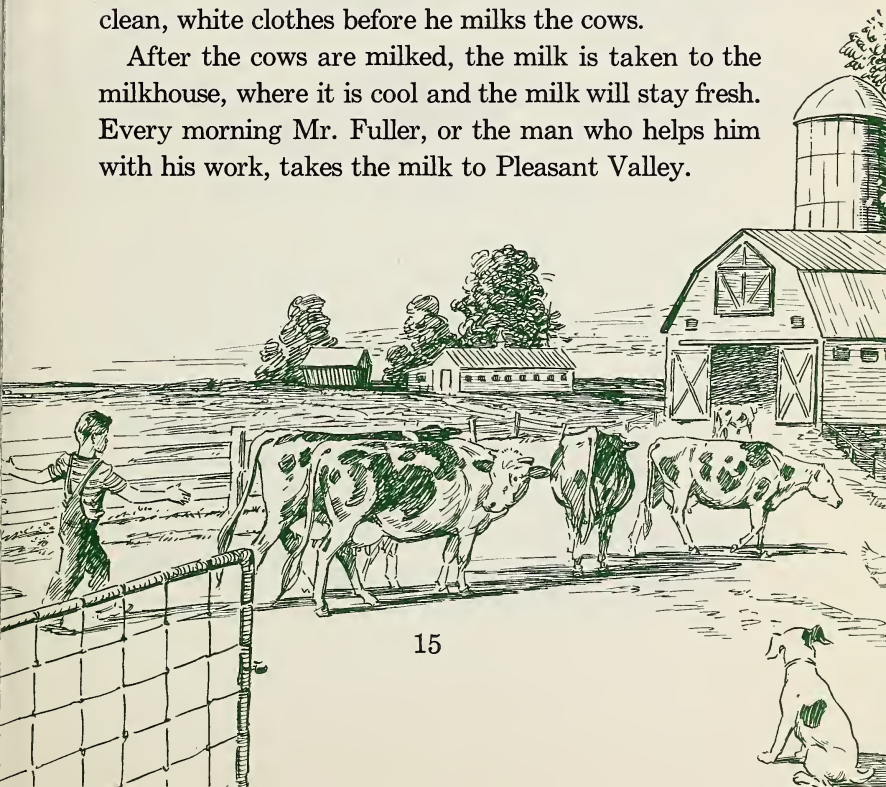
Mr. Fuller has a tractor, but he uses horses too. He needs his two horses for some work, but he uses machines as often as he can.

Mr. Fuller has a machine for milking cows. He has many cows, and with the help of the milking machine he can milk them all.

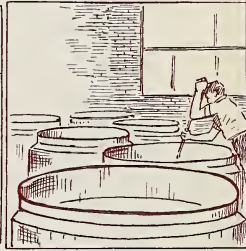
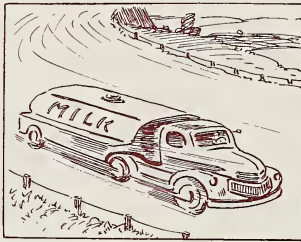
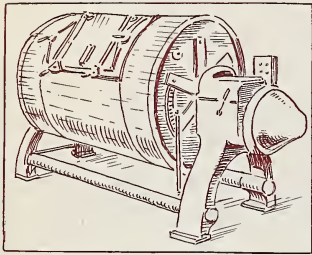
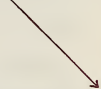
Jack helps every day by bringing the cows in from the pasture. They stay in the yard near the barn. Then at milking time Jack calls the cows. One after another they come into the barn and stand waiting to be milked.

The cow barn is very clean. Mr. Fuller puts on clean, white clothes before he milks the cows.

After the cows are milked, the milk is taken to the milkhouse, where it is cool and the milk will stay fresh. Every morning Mr. Fuller, or the man who helps him with his work, takes the milk to Pleasant Valley.



# Milk Is Food



Much of his corn Mr. Fuller feeds to his hogs. Some of it he feeds to his horses and to the chickens. He sells the corn that he does not feed to his animals.

In the summer Mr. Fuller cuts grass to make hay. The cows and horses eat hay. If there is more than enough hay, Mr. Fuller sells what he does not need.

Wheat is Mr. Fuller's best crop to sell. Mr. Fuller raises wheat every year. Some of it he keeps for his next year's seed. Mr. Fuller sells much of his wheat. "Wheat is my money crop," he says.

Mr. Fuller does not raise more oats than he needs for his horses. He thinks oats are not a good crop to raise to sell.



### Let's Learn About a Farm

Ask your teacher to divide your class into groups. Each group should choose one of these topics or one something like them:

Milk; Wheat for Bread; How to Take Care of Cows; Raising Corn; Good Land for Farming; Having a Garden; Farm Crops; Farm Machines; Tractors or Horses?

Find out all you can about your topic. Some of the children in your group should draw pictures of things you read about. Each group should be ready to tell the rest of the class what they have learned.

## Find the Word

The words below are all in the story you have just read. Some of them are needed to end the three sentences. On a piece of paper write each sentence and the word that makes it true.

**crops, machines, tractor, cattle, harvested**

1. Cows are sometimes called (?).
2. When grain is cut and put away we say it is (?).
3. Things that help people do work are called (?).

## A Mix-Up

Strange things happen on Hallowe'en. One Hallowe'en all the animals on a farm were hungry. They ran around looking for food. What a mix-up! At last each animal found what it wanted to eat. Below are two lists. Copy them on a piece of paper. The first list tells what animals were on the farm. The second list tells the food they ate. On your paper draw lines between the animals and the food they liked. Some animals may have eaten more than one thing.

cows	wheat
horses	green grass
pigs	raw meat
cat	corn
ducks and geese	milk
sheep	oats
chickens	lettuce

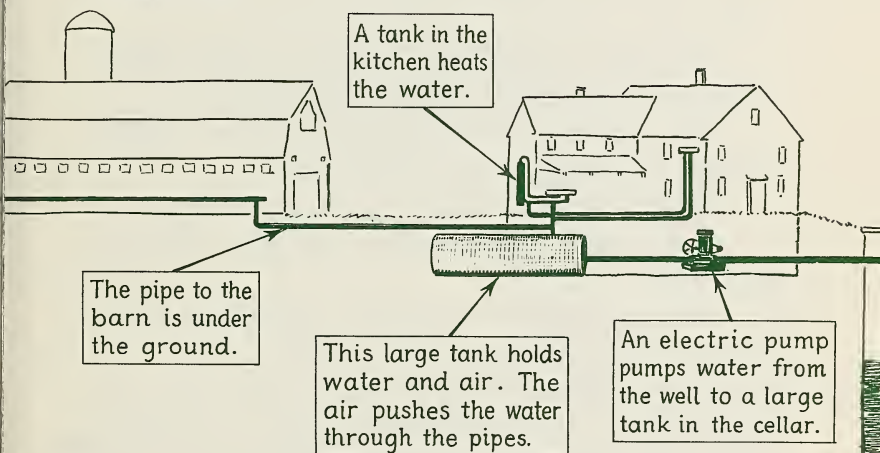
## A Farm Home

"I am ready to stop work in this hot cornfield," said Mr. Fuller. "Come on, Jack. It is time to go in for dinner." It was noon, and the sun was high over their heads.

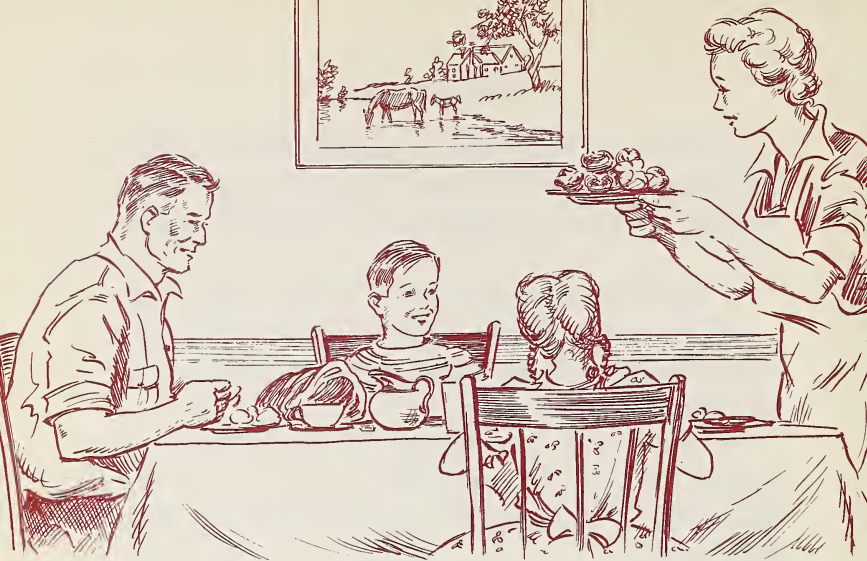
"I am glad to stop work too for a while," Jack said.

Jack and his father got into their truck. They went across the fields to the farm road and drove up to the house.

An electric pump pumped water from a near-by well through pipes to the house and to the barn. Jack and his father washed their faces and hands in the cold, fresh water.







"The dinner smells good," said Mr. Fuller as they sat down at the table. "Fresh rolls, Mother?"

"Yes, I made them this morning," said Mrs. Fuller. "Mary took care of the vegetable stand."

"Did you sell some things?" Jack asked Mary.

"Yes, a man wanted apples, tomatoes, cabbages, and corn."

"That was good," said Jack. "People like clean, fresh fruit and vegetables from our farm."

"I think we like the food from our farm too," said Mr. Fuller. "Look at the dinner table — vegetables, milk, and meat — all are from our farm."

After the good noon dinner Mr. Fuller sat down in a big chair in the living room. "I like it here in the

house," he said. "I should like to stay here all afternoon. But after I listen to the weather report on the radio, I must go back to work."

"Rain tonight," was the report on the radio.

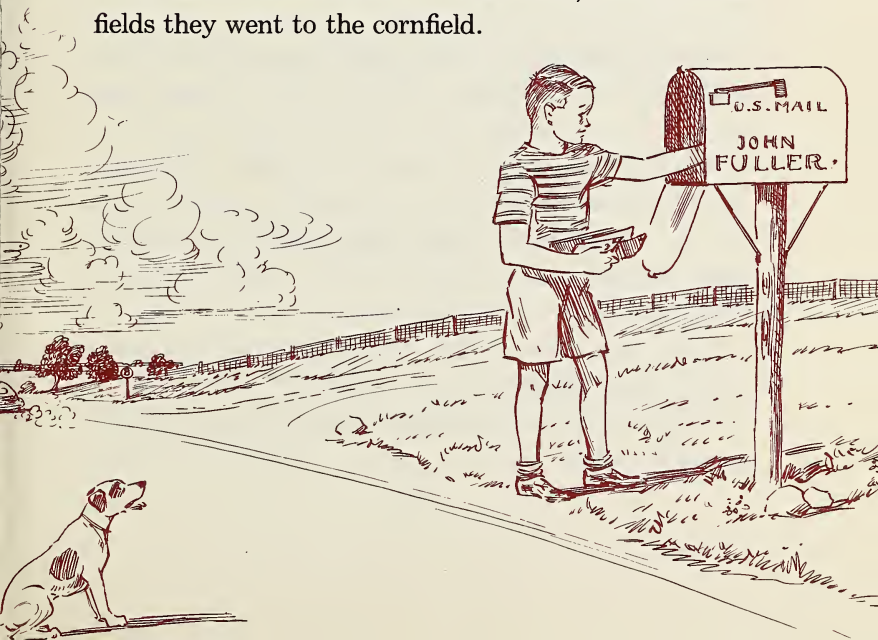
"We must get back to the field. We have all that corn to cut before it rains," Mr. Fuller said. "Has the mailman brought the newspaper? What is the weather report in the newspaper?"

Mrs. Fuller looked out of the window. "The mailman has just come with the mail," she said. "I see his car going down the highway. Jack, will you please run down to the box for the mail?"

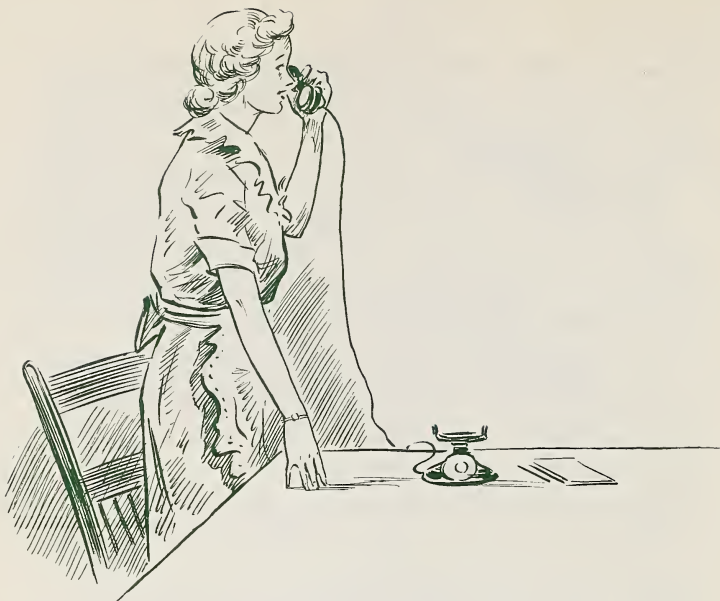
Jack got the mail and gave it to his father.

"Rain tomorrow," said Mr. Fuller as he read the weather report in the newspaper.

Off he went with Jack to the truck, and over the fields they went to the cornfield.







In a short time the telephone rang. Mrs. Fuller answered the telephone. "This is Mrs. Fuller," she said.

"Hello, Mrs. Fuller. This is Mr. Bell. Did you read in the newspaper that we are having another meeting at the Pleasant Valley school tonight? We are going to talk more about the new plan for storing fresh foods."

"No," said Mrs. Fuller. "I have not read the paper today. I am glad you called to tell us."

"Could you and Mr. Fuller come to the meeting?" asked Mr. Bell.



“I think we can,” Mrs. Fuller answered. “We want to learn more about the storage plant. You are always thinking of ways to help the farmers.”

It is Mr. Bell’s work to tell the farmers about better ways to farm. His pay comes from the tax money. In this way all the people help to pay him.

Mr. Bell said, “I like to help the farmers all I can. I will look for you and Mr. Fuller at the meeting. Good-by, Mrs. Fuller.”

Mrs. Fuller and Mary put the dinner things away. They put the butter, the milk, and other food in the electric refrigerator.

Electricity helps Mrs. Fuller with her work. She uses it for cooking and in other ways. There are electric lights in the house and in the barn, in the milkhouse, and in the chicken house.

How different the farm would be without electricity! Mrs. Fuller could not use her electric washing machine. The Fullers would not have electric lights. They would have to find other ways to pump the water they use. If they did not have electricity they would have much more work to do.



### Looking at a Map

Look at the picture and the picture map on the next page. Find the answers to these questions:

1. How many things can you see in the picture that you cannot see on the map?
2. How many buildings are shown on the map?
3. Which field on the map seems to be largest?

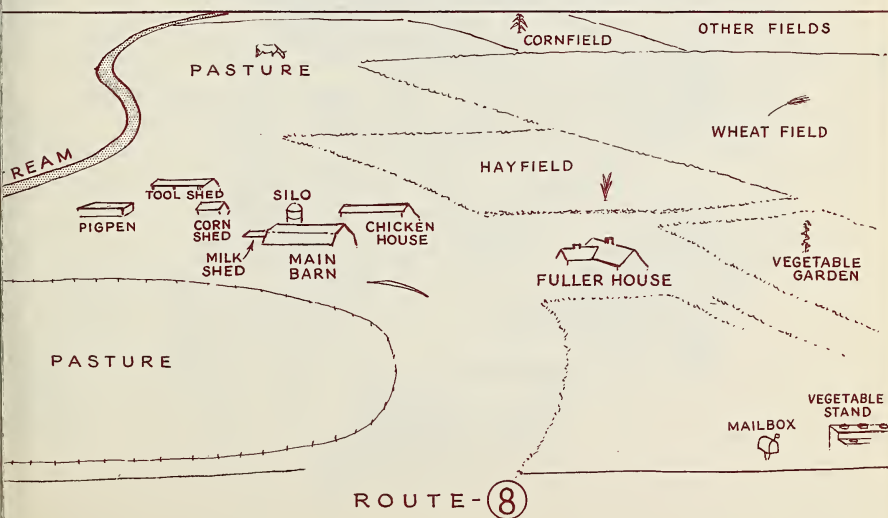
### Choose the Right Word

Look at the map again. Read each sentence below and choose the word or words that make it true.

1. The stream is (straight, not straight).
2. The mailbox is (on Route 8, at the front door).
3. The silo is (round, square).
4. Closer to the house is (the barn, the pigpen).



At the top of this page you see a picture of the Fullers' farm. Below is a picture map of the farm.



## Can You Tell?

In the story you read about the radio, the electric refrigerator, and the telephone. Read each question below and be ready to tell the class your answer.

1. In what way are the radio, the refrigerator, and the telephone alike?
2. In what ways are the radio and telephone alike?
3. How is the refrigerator different from the radio and the telephone?

## Electricity Is a Helper

Ask your teacher to talk over with your class the answers to these questions:

1. How does electricity make Mrs. Fuller's work easier?
2. How is electricity used on a farm?
3. How is electricity used in your home?
4. How is electricity used in your school?

## Using Tax Money

How is the tax money used where you live? Find out which of these are paid for by taxes:

- |                  |                     |
|------------------|---------------------|
| 1. Policemen     | 6. Churches         |
| 2. Street lights | 7. Fire engines     |
| 3. Roads         | 8. School buses     |
| 4. Schools       | 9. Railroad station |
| 5. Water supply  | 10. Town hall       |

What else is paid for by taxes where you live?



## Working Together

That night as Mr. and Mrs. Fuller drove to Pleasant Valley they talked about the cold-storage plant for foods.

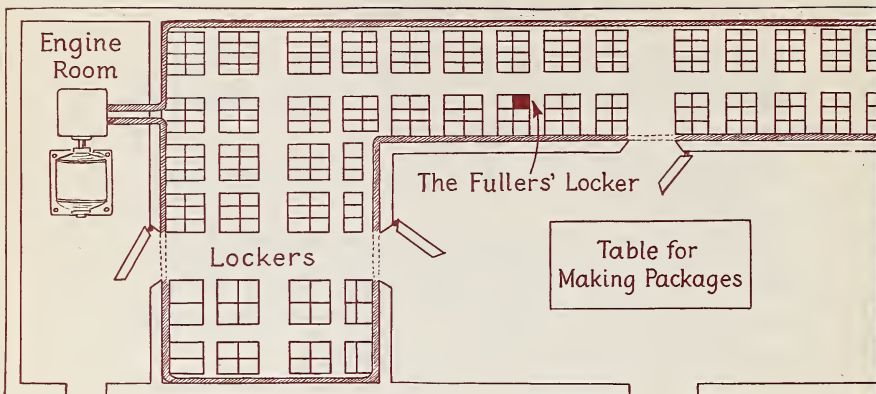
Mr. Fuller said, "It will be good to have the cold-storage plant."

The meeting room in the schoolhouse was filled with people. Most of them had been at the other meetings. But many of them wanted to know more about the plan before they spoke for it or against it.





## Plan of a Cold-Storage Plant



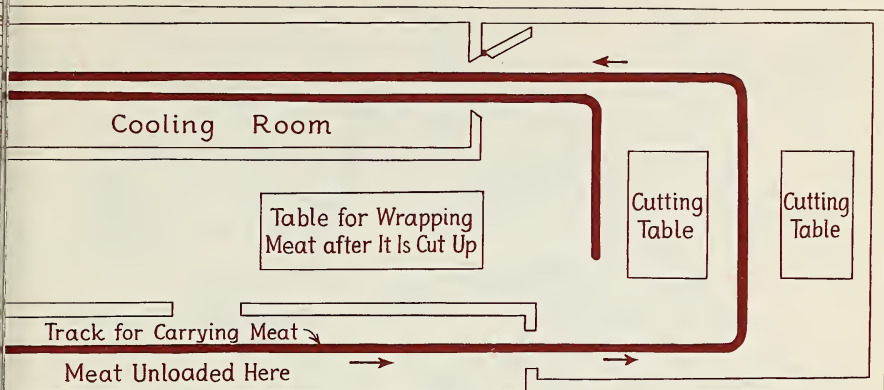
Mr. Bell told about storing fresh foods in cold-storage plants. Meat and fresh vegetables and fruit can be stored in them. Electric machines freeze the foods quickly to keep them fresh.

“I thought you would like to have your own cold-storage plant,” said Mr. Bell when the meeting started. “Every family that gives money to build it will own part of it. All the families that give money to build it will own it. We could call it the Co-operative Cold-Storage Plant.

“If the plant is co-operative, it is owned by people who co-operate, or work together. We will work together to build it and own it.”

“I like your plan, Mr. Bell,” said Mr. Fuller. “I think we should work together so that we may have a place to store some of the fresh foods we raise on our farms.”

## Plan of a Cold-Storage Plant



Other people thought so too. They liked the plan.

Then Mr. Bell asked, "Are you ready to vote on this, or do you want to have another meeting?"

"We are ready to vote," they said.

They voted by raising their hands. Nearly everyone voted "yes."

There were many plans to be made. Mr. Fuller and other farmers helped Mr. Bell to make the plans. Some men were hired to put up the building. Other men put in the electric wires, the machines, and the other things that were needed.

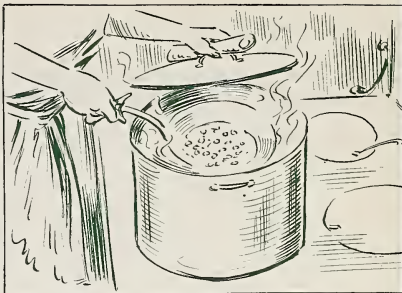
Soon the cold-storage plant was ready for use. Mr. Bell hired a man to take care of the plant for the farmers.

In one big room every family had a place for its food. After the food was frozen it was put in its place. The room was very cold.

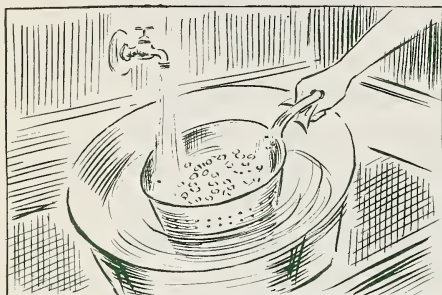
# Preparing Vegetables for Freezing



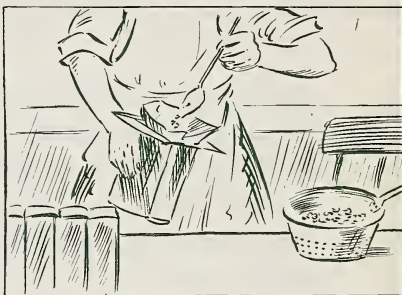
Washing Vegetables



Steaming Vegetables



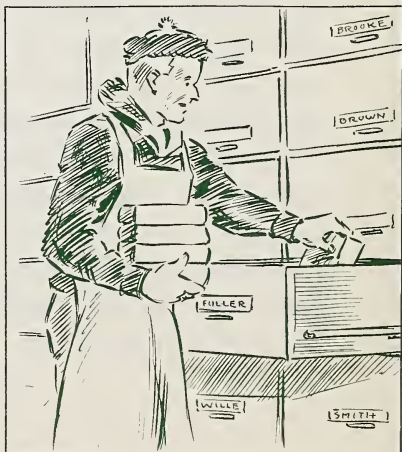
Cooling Vegetables



Putting Vegetables into Boxes



Taking Boxes to Cold Storage



Putting Boxes into the Locker

“It is just like our refrigerator at home,” said Jack.

“Only it’s colder,” said Mary.

“Now we don’t have to can so many vegetables as we did before,” said Mrs. Fuller. “We shall only have to take them to the plant in paper boxes for freezing. Next winter we can have canned vegetables and fresh, frozen vegetables too.”



### Are You Old Enough to Vote?

Talk over these questions with your teacher and your class:

1. What are some things you can decide by taking a vote?
2. How do you hold a meeting and vote?
3. Why do people vote on things?
4. Why did Mr. Bell ask the farmers to come to the meeting?
5. Do you think that everyone at the meeting should have voted “yes”?

### A Map Tells a Story

Look at the plan on pages 28 and 29. Mr. Fuller takes some ears of sweet corn and some fresh meat to this cold-storage plant. Show on the map where Mr. Fuller leaves the food. Tell by using the map what happens to the food inside the plant.

## A Growing Village

One day Mrs. Fuller was looking at the cars going along the road. "I think there are more cars on the highway than there used to be," she said.

"Yes, there are more cars," said Mr. Fuller. "Many more people go to Pleasant Valley now because they use the Co-operative Cold-Storage Plant. That will help Pleasant Valley. When the people come in to use the storage plant, they buy in the Pleasant Valley stores.

"The man who runs the plant for us has come to live in Pleasant Valley. He is going to build a new house. The men who own the stores have to get more help now because more people buy from them. All this helps the village to grow."

Jack and Mrs. Fuller talked about going to Pleasant Valley the next day.

"May I go too?" Mary asked. "The vegetable stand is not open now."

"Yes, Mary, I want you to go," said Mrs. Fuller. "It will soon be time for school to begin. We can look at cloth for your new dress."

"Mother," Mary said, "I should like to buy my new dress with my own money that I earned at our vegetable stand."

"I am glad you thought of that," Mother answered. "When anyone in the family earns some money, it helps all the family. If you buy the cloth for your



dress, Father can buy other things that the family needs. Your money will be helping all of us."

"I want my money to help too," Jack said. "I want to use some of my vegetable-stand money to buy some things I need at school."

"That is good," Mother said to the children. "With your vegetable stand you found out that money is something that must be earned. Now you are learning that money should be used well. Those are good things to know."

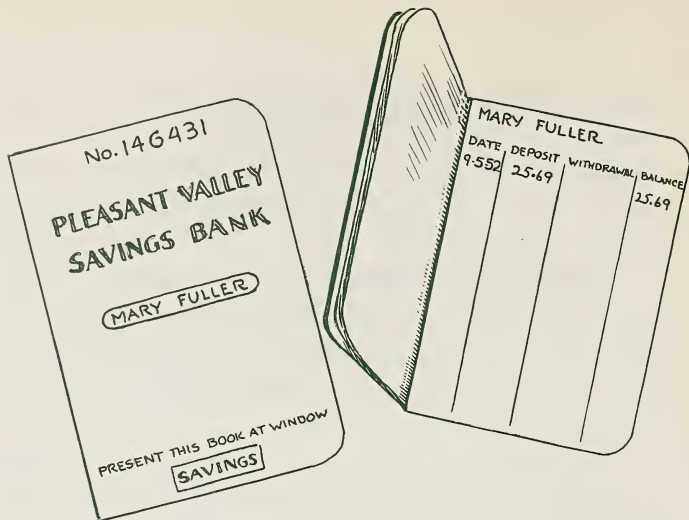
"There is another thing that is good to know," Mr. Fuller said. "It is well not to spend all the money that you earn. It is good to save some of it. Would you like to put some of your vegetable money in the bank?"

"Oh, yes," Mary said. "We shall be like you and Mother if we have money in the bank."

Then Mother told Mary how much cloth she would need for her dress and about how much it would cost.







Jack thought that he would spend some money on a new lunch box. All the money Mary and Jack did not spend now they would save.

The next day Mary and Jack went with their mother and father to Pleasant Valley. They took some of their money to the bank. The man gave Mary and Jack little books showing how much money they had in the bank.

“Your money will be safe here,” the man said. “And you can get it out when you want to.”

When the Fullers were through at the bank, Jack and his father went to a store to buy wire for a fence. Mary and her mother went to another store. Mary got some warm cloth for her new winter school dress. The cloth had been made in one of the big mills in a city.

For many, many years people made cloth by hand. Now most of our cloth is made by machines. Cloth that is made in the old way, by hand, is beautiful cloth and very good too, but it is high in price. Cloth that is made by hand costs more than cloth that is made by machines.

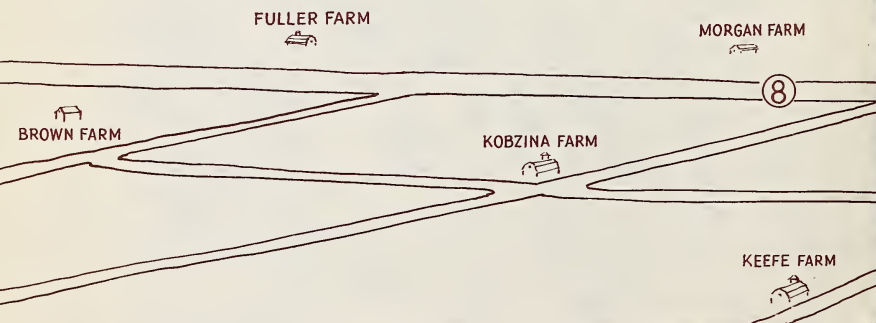
Mrs. Fuller and Mary got some other things at one of the village stores. They got bread and oranges. "We raise most of our food on the farm," Mrs. Fuller said, "but there are always some things that we must buy at the store."

"I am glad you buy some things here. That helps me," said the man who owned the store.



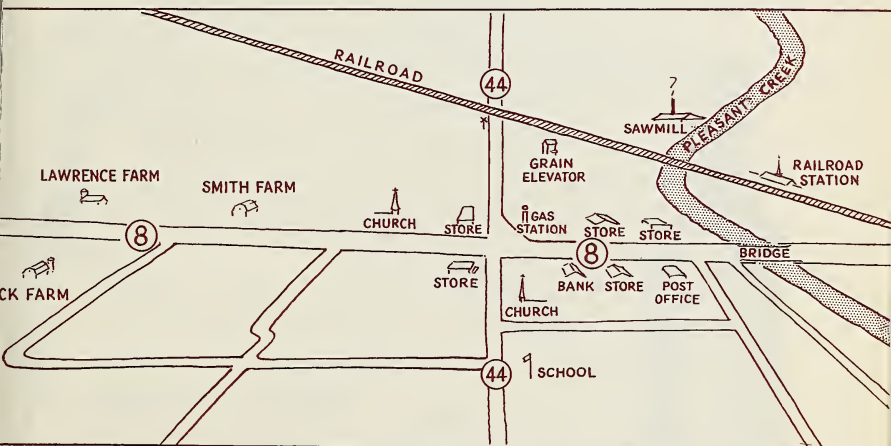


At the top of this page and the next is a picture of Pleasant Valley and some of the near-by farms. At the bottom of these two pages is a picture map of Pleasant Valley and the farms. The stores, churches, farms, and other places are marked on this map. You will see that the picture and the map show the same things,





Find the Fuller farm on both the map and the picture. On what highway do the Fullers live? Point out the main corner of the village. Find Pleasant Creek and the sawmill in the picture. How many stores are shown on the map? What other places are marked? What things do you see in the picture but not on the map?





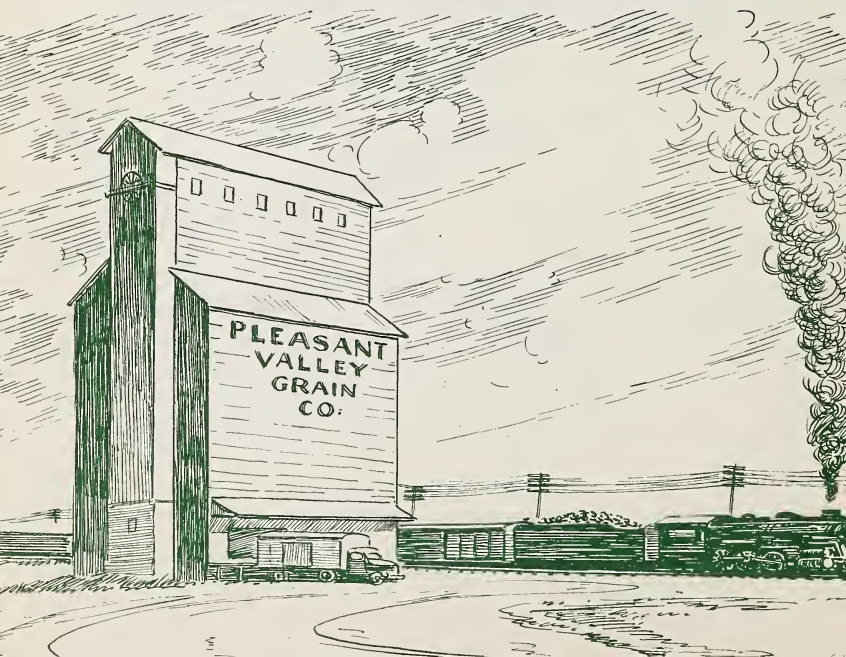
After they were through in the store, Mrs. Fuller and Mary sat in the car and talked until Mr. Fuller and Jack came back.

"Pleasant Valley is growing," said Mrs. Fuller.

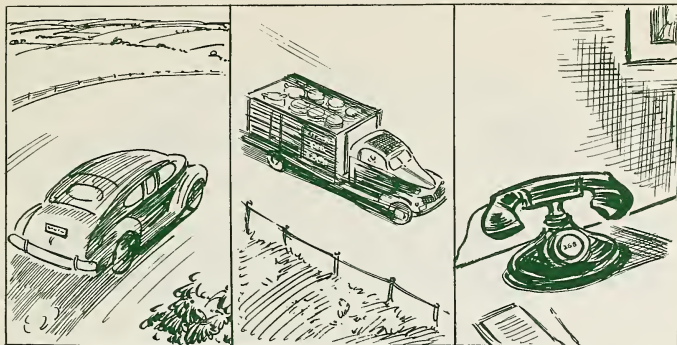
"Is it very old?" asked Mary.

"Yes, it is older than most of the villages and towns out this way," Mrs. Fuller answered. "It has been growing slowly for many years.

"There was a time when Pleasant Valley had only a store, a flour mill, a sawmill, a small school, and a few houses. The railroad ran through the village, but only one train stopped each day. When the wheat elevator for storing wheat was built along the railroad, more people came to Pleasant Valley. There was work for them to do, and they could earn a living.







“As years went by, Pleasant Valley grew, and people needed a big school for all the children in the village and on the farms. So the new school was built. People needed churches too, and fine new churches were built.

“When the new highway was built through Pleasant Valley, many more people came to live here. The filling station, the bank, and more homes were built after the new highway went through the village. That is the way Pleasant Valley grew. It grew until now it is nearly big enough to be called a town.”

When the Fullers were on their way home, Mary said to her father, “I like Pleasant Valley.”

“I like Pleasant Valley too. It is a good place,” said Mr. Fuller. “It is a good place because it has fine people and good homes and a good school and good churches.”

Pleasant Valley is a good place too for the Fullers to sell the foods they raise. Their car, their truck, and their telephone make them think Pleasant Valley is very near their farm.



### Missing Words

The words below are all in the story, "A Growing Village." Which ones fit into the four sentences?

elevator, filling station, sawmill,  
church, railroad, flour mill, train

1. Wheat is ground in a (?).
2. Lumber is sawed in a (?).
3. People worship in a (?).
4. Wheat is stored in an (?).

### Reading Maps

1. Look at the map at the bottom of pages 36 and 37. On a piece of paper tell what you could see if you were to go by automobile from the bridge in Pleasant Valley to the Fullers' farm.

2. Cover the map at the bottom of pages 36 and 37 with a piece of paper. Look carefully at the picture at the top of these pages till you are sure you have seen everything in it. Now uncover the map at the bottom and cover the picture at the top.

On a piece of paper write all the things you saw in the picture that can also be seen on the map. Who can make the longest list?

## Pleasant Valley School

The busy summer was nearly over. It was time for Mary and Jack to go back to school.

"Things have worked out just right," said Mr. Fuller. "You have helped us very much this summer. Now the busiest days on the farm are over. It is time for you to go back to school."

It was fun to see old friends when the school bus stopped on the highway to pick up the children. There were little children going to school for the first time.



There were also some big girls and boys who were in high school. All the children who lived in Pleasant Valley or who lived on the farms near there went to the Pleasant Valley school.

"I like being back in school," thought Mary as she sat in the schoolroom.

The children talked about their summer vacations. Mary told about the vegetable stand. Another girl, Alice, said that she had learned to can vegetables.

Some children had been on trains and buses to different places. The teacher showed on a big map where these places were.

The children in Jack's room told about their summer vacations. Everyone was in a farm club. Some of the boys were raising cows and hogs. Some had raised chickens.

Other children, like Mary and Jack, had raised vegetables and sold them. It had been a busy season for the boys and girls.

"When will our farm club have a meeting?" Jack asked.

"Mr. Bell will meet with you tomorrow afternoon," said the teacher. "He wishes to know what you did this summer."

Mr. Bell was pleased with the boys and girls when they told him of their summer's work on the farms.

"You are good farmers," Mr. Bell said. "There will be many fine things for you to do at home and in school as the weeks go by."



One day in the fall the teachers in Pleasant Valley school told the children that the next week would be a busy one. It would be Education Week, which comes every year.

"Why do you think we have Education Week?" Jack's teacher asked the children.

"I think we have Education Week so that more people will visit the schools to see what we do," Jack answered.

Another boy said, "In some places they do not have good schools like ours. Education Week helps people to think about having better schools."

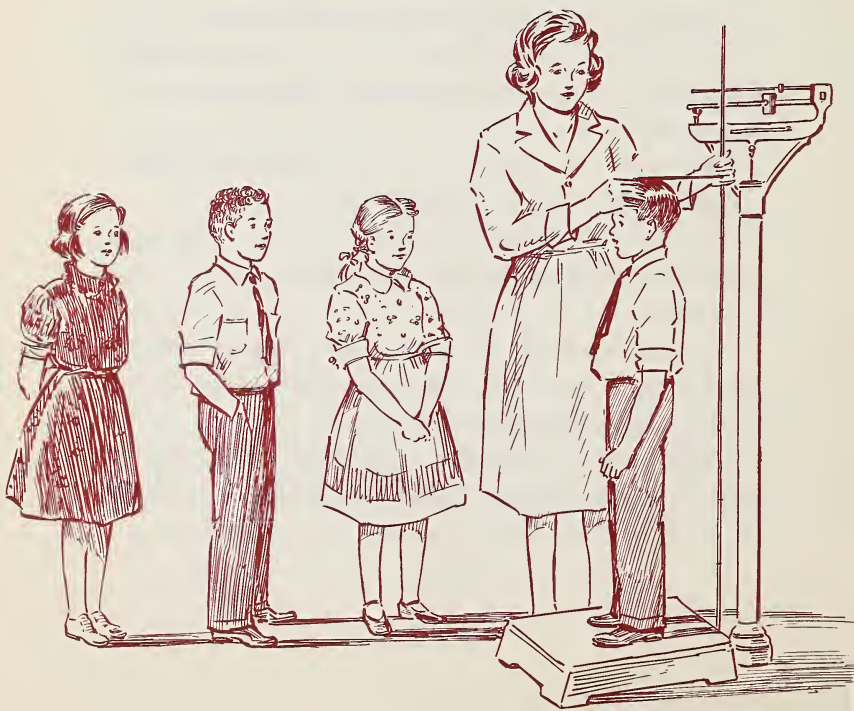
"Yes," said the teacher. "You have told why we have Education Week. What would the class like to do for Education Week?"

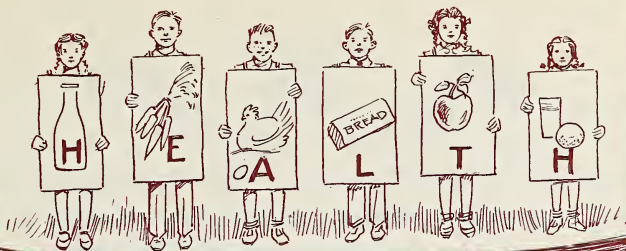


The children made plans for every day of that week. One of the days would be Health Day. The teachers and the children talked about Health Day.

The boys and girls sent letters to ask their mothers and fathers to visit the school all day on Health Day. Mr. and Mrs. Fuller were happy to get the letters from Mary and Jack.

When Health Day came, the school was ready. The children had put up pictures, stories, maps, and other schoolwork to show what they were doing. There were health cards to show how big all the children were. There were pictures to show the right way to walk and to stand and to sit.





Some of the boys had put on a table wheat, corn, and other farm crops used for food. Some of the girls showed eggs, fruit, vegetables, and other good foods that people should eat.

In the morning the mothers and fathers visited the rooms with their boys and girls.

At noon they had lunch with the children. Jack saw that the mothers and fathers and children at his table had the things they needed. Mrs. Fuller ate at Jack's table. Mary took care of another table. Mr. Fuller ate at Mary's table.

For lunch they had hot vegetable soup, bread and butter, and milk. Some of the children had fruit and other food that came from home.

In the afternoon the children had a health play for their mothers and fathers to see. The play showed ways to keep well.

"I am glad we visited the school today," said Mr. Fuller as he and Mrs. Fuller drove home. "Now I shall think more about ways to have good health."

"I am sure we all shall," said Mrs. Fuller.



### Where Have You Been?

Ask your teacher to help you find on a big map some places you have visited. List the states which have been visited by children in your class. Find some states where pupils in your class have not been.

### Your Health

At Pleasant Valley school the boys and girls learn how to have good health. Which of these things will help you? Talk them over with the class.

1. Drink plenty of milk.
2. Go to bed every night at eleven o'clock.
3. See a dentist only when your teeth ache.
4. Take baths and keep your body clean.

### Three Words You Should Know

Be ready to tell your class the meaning of each of these three words: **vacation**, **club**, **education**.

Now read carefully the three sentences below. Are they right or wrong? Tell why.

1. You will not enjoy your **vacation** from school if you must help with work at home.
2. It is no fun to belong to a **club** if you have to do any work for the club.
3. **Education** is something you must work to get.

## Arbor Day

The winter days in Pleasant Valley school passed quickly for Mary and Jack. Now the weather was warmer. The grass was green. The birds were back from the warm South. Spring had come.

At school the teachers and children were making plans for another visiting day. This time the mothers and fathers were to come to school on Arbor Day.

Arbor Day is the day for planting trees. A long time ago there were so many trees in our country that no one thought of taking care of them. They were cut down to make lumber for buildings or to burn to keep people warm. Many, many trees were cut down to make farms in the places where the trees had been.

After a while people began to see that all this cutting of trees was not good. If it went on, some day there would be no trees in our country. The government asked the people to help save the trees.

The government now owns big woods where trees can always grow. Men paid by the government take care of these trees. They plant new ones, and they look out for fires. If there is a fire, they try to put it out before many trees burn.

Many fine trees have been burned in the woods. That is why people who camp or have picnics should always be careful to put out their fires before they go away.





The government asks people to plant new trees where they can so that there will be more trees all over our country.

In many places people plant trees on Arbor Day. Spring is the time to plant new trees, so Arbor Day comes in early spring.

Jack and Mary talked about their school's plans for Arbor Day. When the day came, Jack said, "You know, Father, you and Mother are coming to school this afternoon. All the parents are coming."

"We will be there," his father said.

When they got to the school, Mr. and Mrs. Fuller saw many of their friends. A boy showed the mothers and fathers to the assembly room, where all the children were seated.

After they were all together, one of the girls talked about Arbor Day. She told why we have it.



Jack Fuller told about the big woods that were all over the country long ago. Another boy told how to plant trees and care for them and make them grow.

One of the girls said that in the wintertime in Pleasant Valley winds often blow from the north. Every winter these north winds blow snow high up on the school grounds.

"Our plan today," she said, "is to plant a row of little trees along the north side of our school grounds. The little trees will grow into big trees that will be thick and green all the time. They will cut the wind and keep the snow from blowing up on the school grounds."

Then all the mothers and fathers, teachers, and children went out to see the trees planted. Some of the older boys and girls planted them. Mr. Bell was there to show them the best way in which to plant trees.



When the planting was over, there was a fine row of little green trees.

“You children did very well,” Mr. Fuller said as the family drove home. “Those trees will keep away the wind and snow and will help to make the school-house warmer in winter.”

“They will make the school grounds look better too,” Mrs. Fuller said. “Growing trees always look beautiful.”



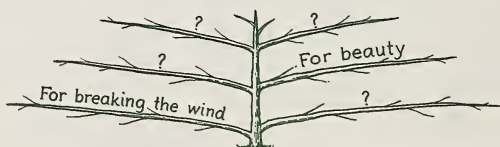
### Government

Which sentence tells what government is?

1. Government is the rules that tell the people of our country what they may or may not do.
2. Government is the fine buildings in Washington.
3. Government is the men and women who are chosen by the people to guide the country.

### A Tree

Draw a tree like the one below. Each branch stands for some use of a tree. Add other uses for trees.



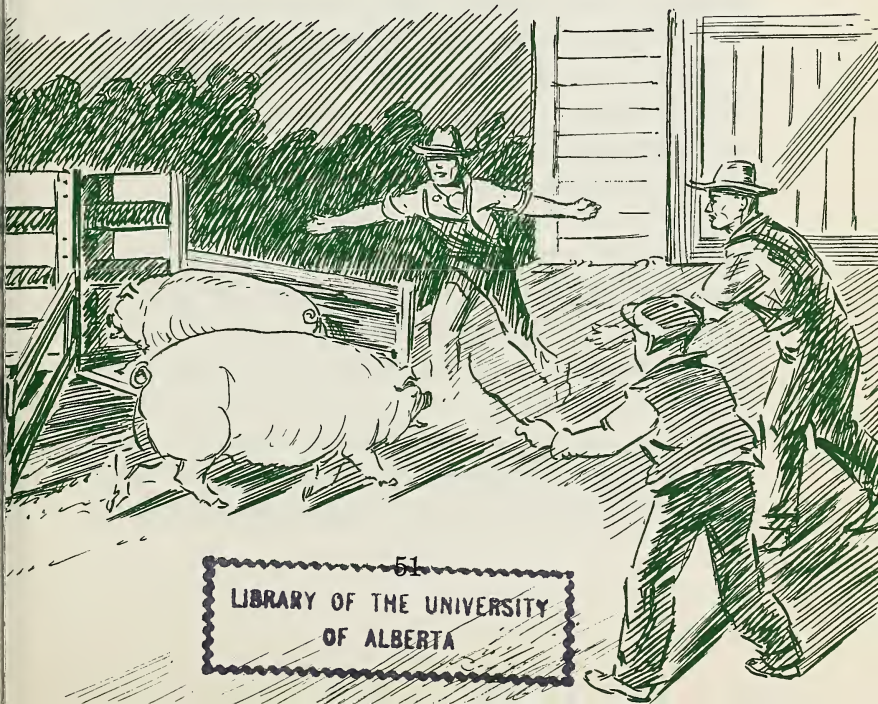
## Going to the Stockyards

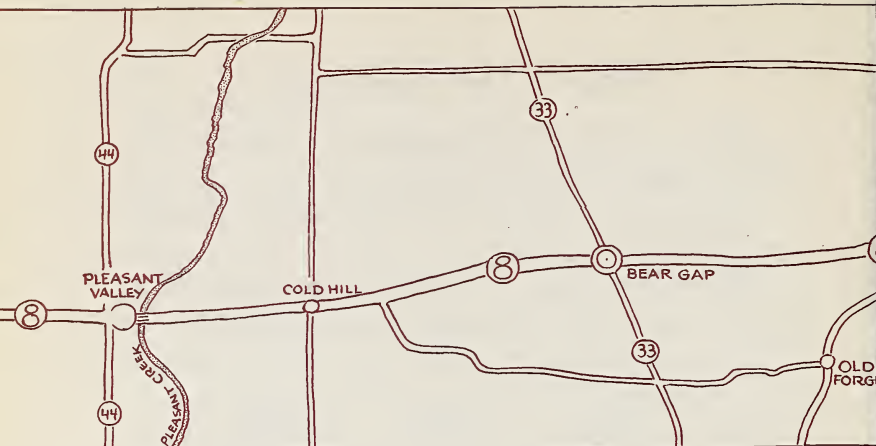
"When are you taking some hogs to the city to sell, Father?" Jack asked one evening.

"I plan to go Saturday," said Mr. Fuller. "Would you like to go with me?"

"Oh, yes!" said Jack. "I will help you put the hogs in the truck and get them out at the stockyards."

The stockyards were in the city of Newton. Jack got up before the sun was up on the morning he and his father were to go to Newton. Mr. Fuller, Jack, and the man who worked for Mr. Fuller, put the hogs in the truck. Then Jack and his father took the long trip over the good highway to Newton.





The first village they came to was Pleasant Valley. Here and there lights were being turned on in the houses. Find Pleasant Valley on the map. What creek did they come to before reaching Cold Hill?

"People are getting ready to go to work," Mr. Fuller said.

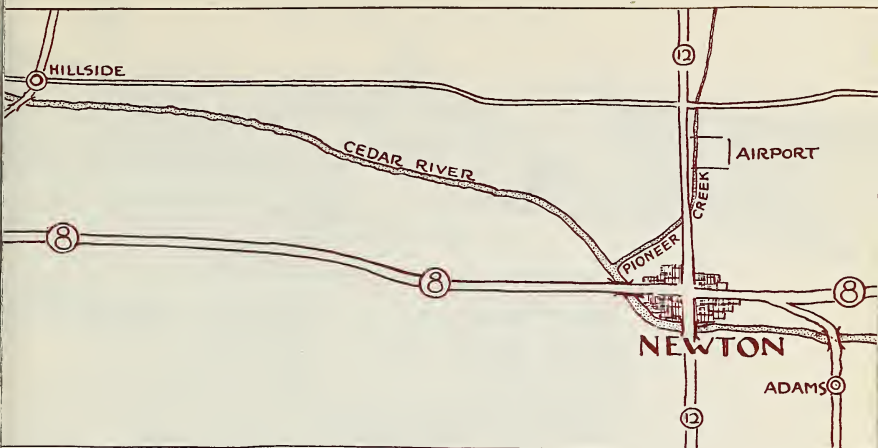
"Where do they all work?" Jack asked. "They don't all work on farms, do they?"

"No," said Mr. Fuller. "They work in factories and in stores, and in many other places. They all have their work to do. Their work helps other people."

Jack and his father followed Route 8. What was the number of the highway they crossed in Bear Gap? Do you think they drove through Old Forge? Do you think they drove through Hillside? Why not?

As Jack and his father went on, they saw other farmers taking their loads of animals to the stockyards.





When they rode by one farm, Mr. Fuller said, "There is Mr. White loading beef cattle in his truck. He raises beef cattle to sell for meat. He makes his living raising beef cattle. We may see him at the stockyards."

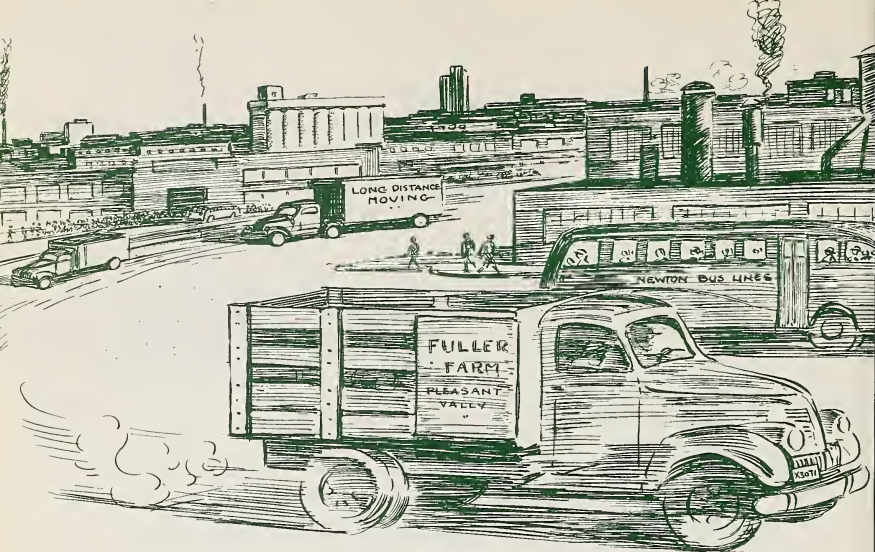
After riding several hours Jack saw that they were near a river. A large bridge crossed over the river, and on the other side Jack could see factories. What was the name of the river?

Now Jack and his father were on a city street. The houses on the street were very near one another. Many people were walking on the sidewalks.

"We must be in Newton," said Jack. Find Newton on the map.

Do you think Newton was bigger than Cold Hill? Why? Was it bigger than Adams? What two important routes cross one another in Newton?





They were in Newton. They drove over many streets with trucks and buses and streetcars on them before they came to the stockyards.

At the stockyards the man said, "Those are fine hogs. We will give you the best price for them."

"Thank you," said Mr. Fuller.

While Jack and his father were at the stockyards, Mr. White came with his load of beef cattle.

"Good morning, Mr. White," said Mr. Fuller. "We saw you loading your cattle on your truck when we drove by your farm."

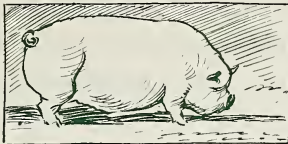
"This is a good time to sell beef cattle to the stockyards," said Mr. White. "I always get the market prices from the radio, and I find out when it is a good time to sell."

# The Meat We Eat

Beef and Veal



Pork



Mutton and Lamb



"I get the prices from the radio too," said Mr. Fuller. "The radio helps us get the news quickly."

When they were ready to go home, Mr. Fuller said to Jack, "I wish there had been time to visit Bill today."

Bill was Jack's cousin who lived in Newton, but Bill's home was far across the city from the stockyards.

"I wish we could stay longer when we come to the city," said Jack. "I would like to see Bill and more of the city too."

"Maybe we can come again for a longer visit," Mr. Fuller said.

"That would be fun," said Jack.

Before the afternoon was over, Jack and his father were back home on the farm.



### A Sentence Game

Make three sentences by using one of the groups of words below in each sentence. Use as many other words as you need to make good sentences.

1. **animals — stockyards — price**
2. **news — cousin — streetcars**
3. **factories — workers — pay**

Make each sentence tell something. Remember that the best sentences are not the longest ones. They are the ones that use every word in the best way.

## How Far?

Look at the map on pages 52 and 53. It is about 65 miles from Pleasant Valley to Bear Gap. It is about 150 miles from Bear Gap to Newton. About how far is it from Pleasant Valley to Newton?

## A Puzzle Test

Have a paper and pencil ready. Read the questions and do what you are told. Perhaps your teacher will read the questions with you.

1. Beef comes from pigs. (If this is true, put the letter W on your paper. If it is wrong, put an S.)

2. People who live in villages do not always work on near-by farms. (If this is true, put an E beside your first letter. If wrong, put an R.)

3. Most people must buy the fish they eat. (If this is true, add an L to the two letters on your paper. If wrong, add an O.)

4. Factories are always in big cities. (If this is true, add an N to your letters. If wrong, add an L.)

5. A radio is useful to a farmer to tell him the weather and prices. (If this is true, add an S to your other letters. If wrong, add a G.)

If all your answers are right, you have found the word that tells how a farmer gets money to buy the things he needs. But if your answers were all wrong, what word would you get?





## A Visit to a City

Jack's wish soon came true. One fine spring day all the Fullers drove off to the city in their car. Mr. Fuller wanted to go to Newton to find out about some new farm machines. Mrs. Fuller and the two children went with him. They would visit Aunt Alice, Uncle William, and Cousin Bill while they were in the city.

"What are those big buildings?" Mary asked as they drove along a busy street in Newton.

"Those are mills," said Jack. "Father told me that when we were here before."

"How big is Newton?" Jack asked.

"It is one of the biggest cities in our country," Mr. Fuller said. "I know it is a very old city too. My grandfather told me about it when I was a little boy. He said it was a big city when he was a little boy."

"There are many mills and factories in this city."



Long ago it was only a village. It had a sawmill, where logs were cut into lumber. The logs went down the river to the sawmill. When nearly all the trees near Newton had been cut and there were no more logs, there was no work at the sawmill."

"Then what made Newton grow so big?" Mary asked.

"The river helped," said Mr. Fuller. "People ran boats on the river. Many people who lived in Newton worked on the boats. Boats bring wheat and other things to Newton. Then they take farm machines, trucks, and flour from Newton to towns and cities along the river.

"The railroads take these things to places that are not on the river. When Newton was only a village, a railroad ran through it. At first there were just a few trains a day. As Newton grew, more and more trains stopped there. Soon Newton grew into a town.

"Farming helped the town of Newton grow into a city. The soil around Newton was very good, and the farmers raised much wheat. They took it to Newton to be made into flour. Then the stockyards were built there. The farmers could take their cattle and hogs to the stockyards.

"The farmers needed farm machines. Soon there were big factories in Newton to make machines for the farmers."

"Well," said Jack, "I think there must be more people working in one factory here in the city of

Newton than there are living in Pleasant Valley."

"You are right," said Mr. Fuller. "More people do work in just one of these big factories than live in Pleasant Valley."

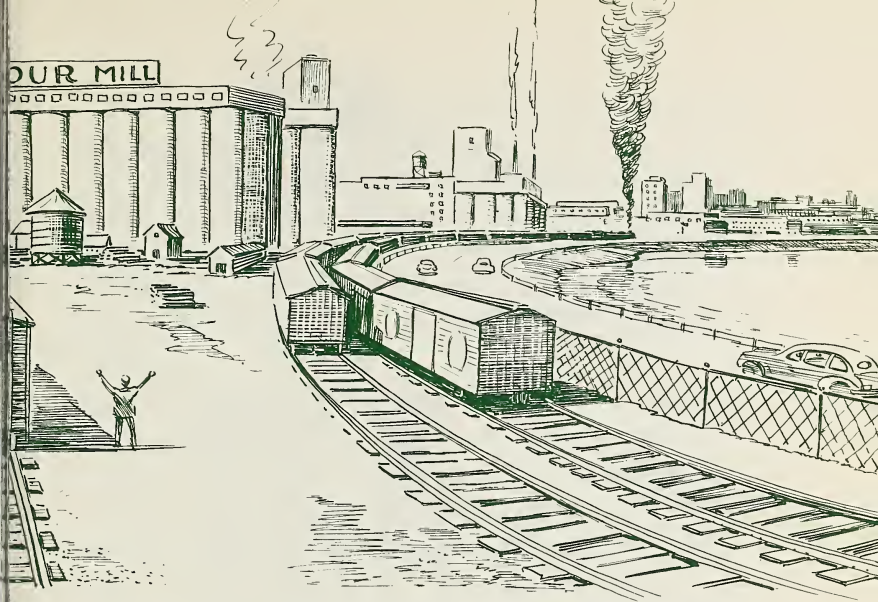
To reach Aunt Alice's home, the Fullers drove across a beautiful bridge over a river.

"You can see the freight boats," said Mr. Fuller. "Now the river is very busy, but sometimes in the winter the river is frozen over and boats cannot run."

At the other side of the bridge they came to a big building. The sign on the building said FLOUR MILL. Near the mill were high, round grain elevators.

"Look at those round buildings!" said Jack. "They look like big silos."





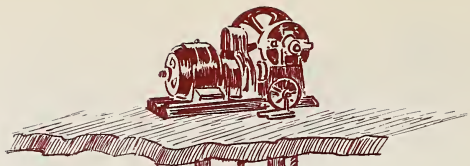
"Those are wheat elevators," said Mr. Fuller.  
"Wheat is stored in them."

"They are different from our wheat elevator in Pleasant Valley," said Jack. "The wheat elevator in Pleasant Valley is not round, and it is not nearly so high."

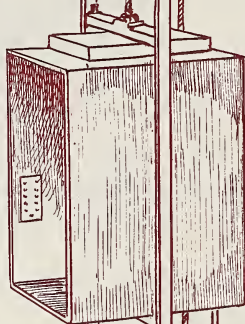
The Fullers drove through many streets before they came to the place where Aunt Alice lived. It was a big building, with many windows.

"I did not know Aunt Alice's house was so big," Mary said to her mother.

"Many families live in this house, Mary," said Mrs. Fuller. "It is an apartment building. Your aunt has six rooms on the fifth floor for her home."



A steel rope runs from the elevator over a wheel at the top and down to the weight.



The elevator is guided up and down by steel tracks.

A heavy weight makes the elevator run smoothly.



The apartment elevator was at the first floor. It took the Fullers up to the fifth floor.

Aunt Alice and Bill were very glad to see the Fullers. Bill's father was out of town, but Aunt Alice said that she and Bill would show them the city.

That night some of Aunt Alice's friends came to call. They were people who lived in the apartment building.

Mrs. Fuller was surprised. She said, "I did not know that city people were such good friends. I thought only country people knew their neighbors."

One of Aunt Alice's neighbors laughed. "There are so many people in a city that we do not know all of them. But the people who live near one another in Newton are very good friends. Our apartment house is like a village. We know one another and try to help one another. That is what neighbors should do."



### Some Neighbor Questions

1. What do we mean by a neighbor?
2. Must a neighbor be a person who lives next door to you? Give reasons for your answer.
3. What do we mean by a good neighbor?
4. What countries might be called neighbors to the United States? Why?



## A Neighbor Riddle

If you have a neighbor, who is that neighbor's neighbor?

### In the City

Here are six words from your story that fit into the poem below. Can you tell where they go?

river, uncle, factories, boats, aunt, apartment

When I visit my (?) and my (?)  
In their city (?) so high,  
I think as I look out the window  
That I'm not very far from the sky.

Far below are the (?) on the (?)  
And the (?) smoking away.  
And I feel very tall up above them  
As I look from the window today.

### Take Your Choice

1. The Fullers drove across a beautiful bridge over a river. Is there a bridge near your home? Tell the class how it was made and how it is used.
2. Long ago there were no railroads or automobiles. Find out how things were taken from place to place.
3. Find out the names of several foods that you would not have if there were no railroads, trucks, or airplanes. Where do these foods come from?

## What Is a Community?

As Mary was getting ready for bed at Aunt Alice's apartment, she said, "Mother, will you tell me something, please. Tonight Aunt Alice's friends said they did things to make this a good community. What is a community?"

"I am sure you know, Mary," Mother answered. "A place where people live and work together is a community.

"A community may be small, or it may be very large. The city of Newton is a large community. Many people live here because there are many factories, mills, and stockyards where they can work and make a living."

"But Aunt Alice said her apartment house is a community," Mary said.

"Yes, it is. It is a small community. Newton is a large community, but it has many small communities in it. Can you think of any other small communities?"

"There is Pleasant Valley," Mary said. "People live and work there, so it must be a community."

"That is right," her mother answered. "Even our farm is part of a community. We and our neighbors live in what we might call a farm community. Now do you see?"

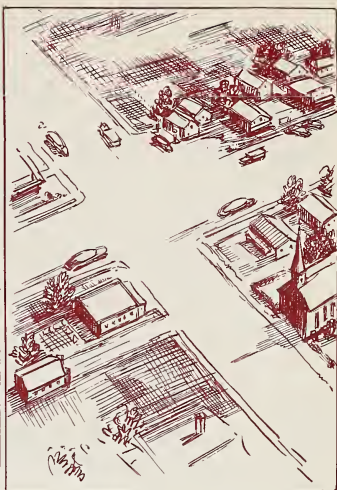
"I think I do," Mary said. "Thank you, Mother. Good night."

During the next day the Fullers were very busy.

# Kinds of Communities



**The Farm**



**The Village**



**The Town**



**The City**

They wanted to see all they could of the city of Newton. Aunt Alice took them around in her car. She showed them many beautiful streets and parks.

When it was time to go home, Aunt Alice asked the children to come again. "Maybe next summer you can come and stay longer," she said.

"Maybe we can," Mary told her. Then she said, "I want to come. I think Newton is a very fine community."

To go home, the Fullers took a different road from the one they had used when they came to Newton.

On the way Jack said, "There is a sign, Father. Let's see what it says."

Mr. Fuller stopped the car and they all got out. The sign told them that the white men and the Indians had made peace at that place.



"Did Indians really live here?" said Jack.

"Yes," said Mr. Fuller, "the Indians lived in the woods that were all around here. There was an Indian community here."

"Father, tell us about the Indians who used to live here," said Mary when they were on their way again. "Tell us now, Father."

"Not now, Mary," said Mr. Fuller. "It would take too much time. See, we are nearly home. Some evening after supper we will talk about the Indians."



## WHAT HAVE YOU LEARNED SO FAR?

### Let's Do This

1. Plant some lettuce or corn in a window box in your classroom. Water it and watch it grow.
2. Tell the class about some farm machine or other machine that you know. How does it work?
3. Bring to class pieces of cloth made by hand and some made by machine. Tell the class as much as you can about them.
4. Make a list of the kinds of trees that grow in your neighborhood. Tell where you saw each kind.
5. Perhaps your class could take a trip. You would enjoy seeing a dairy farm. Make a list of the things you would expect to see. Write out some questions you would like to have answered.



### Which Should You Do?

Which of the things given below should you do? Tell the class why you should not do the others.

1. Leave tin cans and paper where you have had a picnic.
2. Be sure that your picnic fire is out before you leave it.
3. Tear the bark off the trees in the woods.
4. Pick wild flowers wherever you find them.
5. Plant trees on Arbor Day.

### Peace

You read that the white men and the Indians made peace. All the sentences below are about peace.

Which of these sentences are right and which are wrong?

1. When armies stop fighting, there is peace.
2. There is not peace today between the Indians and the white people.
3. Most countries want war rather than peace.
4. Everyone in the world should work for peace.

### On the Board

Everyone might help make a list of different kinds of communities. Start with the kinds that Mary and her mother talked about in the story. The pictures on page 66 will help you.

## Let's Draw Maps

1. Draw a simple map showing a plan for a farm. First draw a large square. Inside of it draw a small square for the house and another small square for the barn. Divide the rest of the space in the large square into four fields by drawing straight or curved lines. Mark the four fields: **Corn, Hay, Oats, and Wheat.**

2. Draw a map of your schoolyard. First draw a big square. Inside of it draw a small square to show the schoolhouse. Perhaps you can show the pavement. Use circles to show where trees are growing. Mark with an X the places where trees might be planted on Arbor Day. Put on your map the directions **North, South, East, and West.**

3. Draw a map showing a river and a bridge crossing the river. On one side of the river show a railroad track. On the other side of the river show a flour mill and six grain elevators. Use a square to show the flour mill and circles to show the elevators. Put on your map the directions **North, South, East, and West.**

## Let's Invite People to Visit Us

1. Make a plan to have your mothers and fathers visit the school. The plan made by the children in the Pleasant Valley school will help you.

2. Invite a farmer's helper, such as Mr. Bell, to talk to the class about his work.



## American Indians and Their Communities



## WHAT DO YOU KNOW ABOUT INDIANS?

Did the Indians live in the way you live? What Mary and Jack Fuller learned about Indian communities is told in the next stories in this book. These stories will help you to know how the Indians lived in different parts of our country.

Most boys and girls have played "Indian" at some time or other. Maybe you have even made Indian wigwams, or headdresses, or bows and arrows. But have you thought much about the way the Indians really lived?

Did Indians live where you live now? Is the name of your town an Indian name? Have any of the streets in your town Indian names?

Have Indian things been found in or near your town? Is there a store or museum where you can see Indian things? Are there Indians living near you who could tell you stories of long ago?

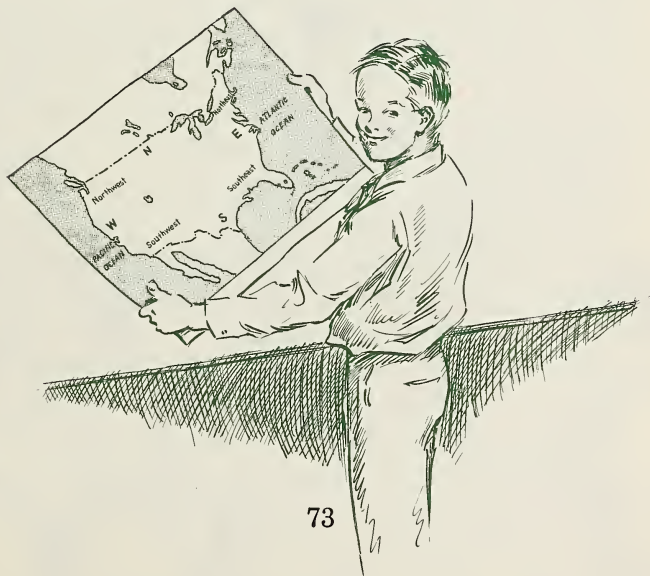
## Where the Indians Lived Long Ago

One night after supper the Fuller family were sitting in the living room.

"Now please tell us about the Indians," Mary said to her father.

"Very well," Mr. Fuller answered. "You know that the Indians lived in our country long before there were any white people here. Different tribes of Indians lived in different parts of our country. If Jack will get the map, I will show you where some of the tribes lived."

Jack got the map of our country.





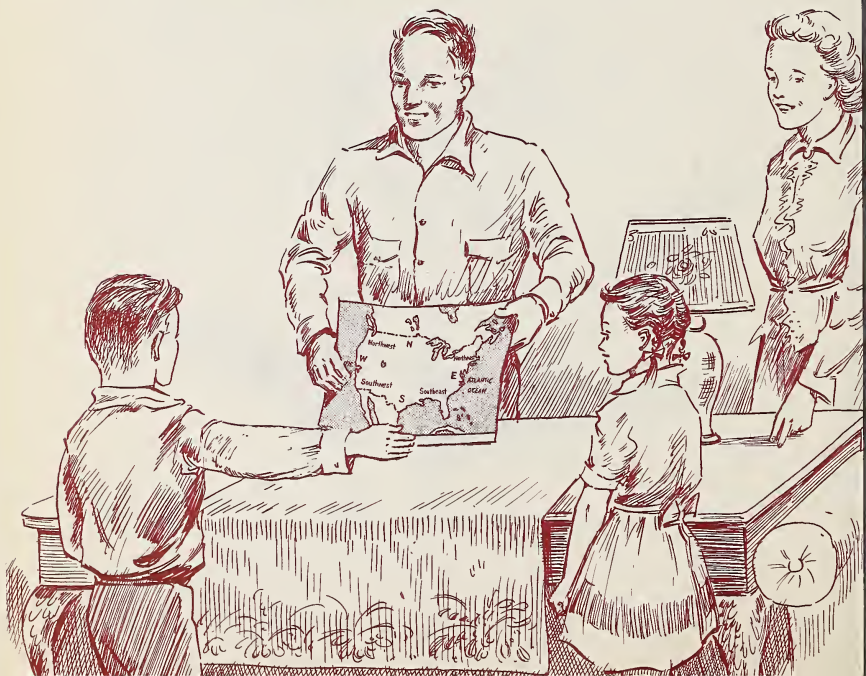
"Look," Father said. "On this kind of map the top is *north*. Here is north, where you see the letter N.

"The bottom of the map is *south*, where you see the letter S.

"As you look at the map, your right hand is to the *east*, where the letter E is. Your left hand is to the *west*, where you see the letter W."

"We know something about east and west," said Mary. "In school we learned that the sun comes up in the east and goes down in the west."

"Yes," said Father, "that is one way you can tell east and west. Then if you stand with your right hand to the east, where the sun comes up, your left hand will be to the west. Your face will be to the north and your back to the south."





“What about the other places,” Jack asked, “like northeast, southeast, northwest, and southwest? How can we find them on a map?”

“They are the in-between places,” Father said. “The part of the map between north and east is *northeast*. The part of the map between north and west is *northwest*. The part between south and east is *southeast*. And the part between south and west is *southwest*.”

“East of our country is the Atlantic Ocean. West of our country is the Pacific Ocean. These are two great bodies of water. More than half of our earth is covered with water.”

Mr. Fuller went on. “Now we are ready to look at the map to see where the Indians lived.



“Here in the East and in the North were the big woods. There were trees all over from the East to the part where we live. The Indian tribes who lived in the woods we call the woods Indians.”

“Were there other tribes of Indians?” Mary asked.

“Yes, there were the Indians who lived west of where we are.” Mr. Fuller showed the place on the map. “And to the southwest there were other Indian tribes. Here in the Northwest were Indians who lived near the sea.”

“I should like to know about all those different tribes of Indians,” Mary said.

“All right. Let’s begin with the Indians of the woods because some of them lived where we live now.”



### Can You Tell Directions?

Look at the map on page 75. On it find all the directions which are listed below at the left.

Then find the directions which will fit into the blank spaces at the right.

- |           |   |
|-----------|---|
| North     | 1. If you face the south, your back will  |
| South     | be to the (?).                            |
| East      | 2. If you face the west, your back will   |
| West      | be to the (?).                            |
| Northeast | 3. If your back is to the northwest, your |
| Southeast | face will be to the (?).                  |
| Northwest | 4. If your left side is to the southwest, |
| Southwest | your right side will be to the (?).       |

### Begin an Indian Book

It would be fun for everyone in the class to help make an Indian book. You can make a notebook by fastening sheets of paper together. Some pupils can draw Indian pictures on the cover.

Call the first part of your book, "Indians of the Woods." Write stories or poems about these Indians. Draw pictures of wigwams, long houses, canoes, woods, streams, bows and arrows, spears, Indian villages, fires, clothes, and other things.



# Indians Who Lived in the Woods

## Their Homes and Villages

"You must try to think of woods all around here," Mr. Fuller said. "Try to think how our farm would look with no house or barn and no fields — just woods all over."

"Were there animals in the woods?" asked Mary.

"Yes, there were. The thick woods made a fine home for deer and bears, and other kinds of animals.

"The Indians built their homes in these woods. First they made poles from trees. Then they placed the bottom of the poles in the ground and bent the poles to make a round top. Over the poles they put bark from trees, or grass, or the skins of animals. This was called a wigwam."





"I've seen pictures of pointed wigwams," Jack said.

"The Indians built wigwams with pointed tops, too," said Mr. Fuller. "They were called tepees."

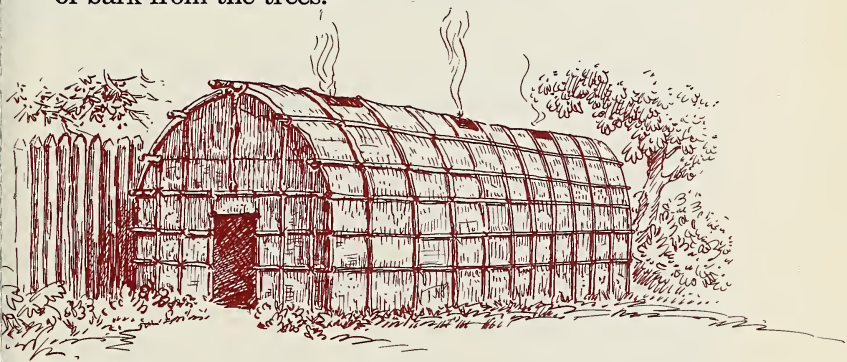
"Did the Indians cook in their homes?" Mary asked.

"Yes, they made a hole in the ground in the wigwam for a fire. A hole was left in the top of the wigwam to let out the smoke."

"Did all the Indians live in wigwams?" Jack asked.

"No, not all of them. Some of the tribes who lived in the East built a different kind of house. It was called a long house. It was long, just as its name says.

"They built the long house of poles, like the poles used for wigwams. But they used many more poles because a long house is much longer than a wigwam. They put up poles and covered them with large pieces of bark from the trees."



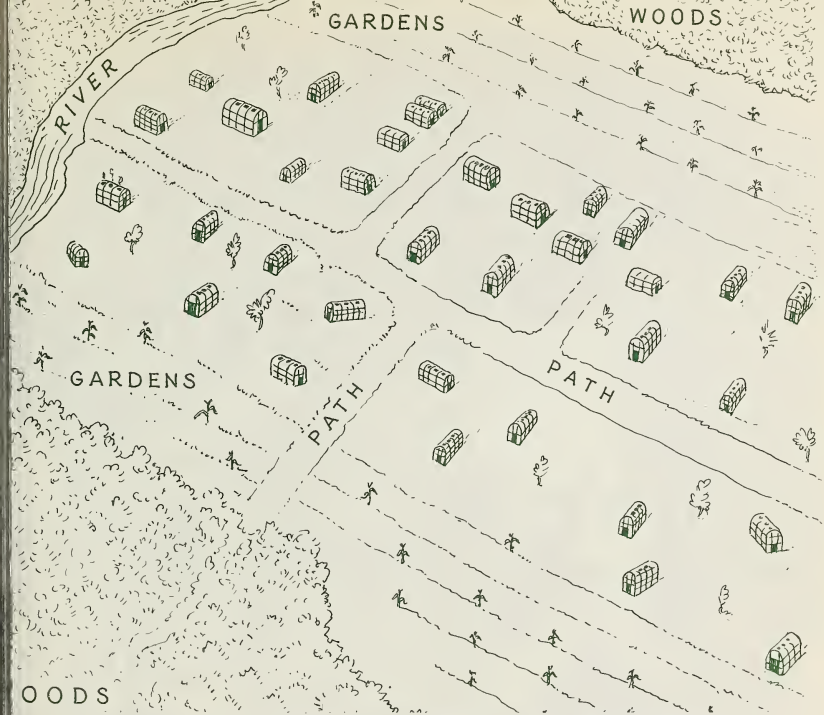


“Were there rooms in the long houses?” Mary asked.

“Yes, the Indians made rooms by putting up pieces of skin or bark. Often four or more families would live in one long house. Each family had its own part.”

“Four families in one house!” said Mary. “Why, that is something like the apartment house where Aunt Alice lives in the city. Did you know the Indians had apartment houses, Jack?”

“No, I did not,” Jack said. “I thought apartment houses were only in cities. Did Indians have cities, Father?”



"Maybe you will be surprised, Jack. The Indians did not build large cities, but many tribes lived in villages."

"I am surprised," Jack said. "I thought the Indians hunted and fished for food. I thought they moved their homes often to find food in the woods."

"Some Indian families did move their homes often," Mr. Fuller said. "But most of the Indian tribes in the East lived in villages. They had gardens, fields, and good hunting. They did not need to move their homes to find food."





"One of the long houses was the meeting place of the Indian council. The council of the tribe would come and talk with their chief about things that would help the village. The chief, you know, was their leader. He was chosen as their leader because he could do many things better than the other Indians."

"That is like our school council," Jack said. "The teacher meets with us, and we talk over the things that are good for the school. Often we vote about them. Did the Indians vote too?"

"Yes, they did," Mr. Fuller answered. "An Indian council was very much like your council at school. When people try to work together for the good of all, it is well to have a council."

Just then Mr. Fuller looked at his watch. Bedtime had come.

The next night Father told more about the Indians. He began by telling Mary and Jack what the Indians of the woods had to eat. First he told them that these Indians liked maple sugar.







“In early spring,” Mr. Fuller said, “sap comes up in the trees. The Indians knew the right time to get the sap from the maple trees. They would make small cuts in the trees and put little round pipes of wood in them. The sap ran through the pieces of wood into bark bowls. When the bowls could hold no more, the Indians put the sap into clay pots.

“They placed the pots over the fire and let the sap cook until it was thick. Then they put it in other bowls. Finally the thick sap became maple sugar. The Indian children liked maple sugar very much.”

“I did not know the Indians had anything like that to eat,” Jack said. “I thought they lived only on the animals and fish they got.”



“Oh, no,” his father answered. “Some tribes raised crops, just as we do. They raised vegetables and grains in their gardens and fields. They had no farm machines, but they did the best they could.

“The Indian women raised the crops. They dug up the soil with stone hoes and made little hills in it. In every hill they put some fish to help the crops to grow. Then they planted their seeds.”

“What did they plant?” Mary asked.

“They planted beans and other vegetables, but their biggest crop was corn. You know corn is the Indians’ own grain. The Indians were growing corn here before the white men came.”

"Yes, I know. It used to be called Indian corn," Jack said. "The Indians gave it to us, but we have better ways of growing it than they had."

"The Indians made maple sugar and planted their crops in the spring," Mary said. "What did they do in the summer?"

"Summer was not a busy time," Mr. Fuller answered. "The men and boys got ready for the fall hunting. They did not hunt in summer."

"Some tribes had their council meetings in summer. They had the meetings in the council house and made plans for the good of the community."

"In the summer the women and children picked fruit. They picked ears of corn too before the grain was dry. They cooked this fresh corn, and everyone ate it."

"The Indians left some ears on the stalks until the grains were dry and yellow and hard. This corn they ground into corn meal."

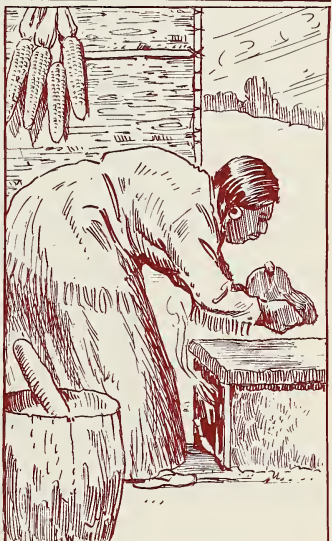
"How was the corn ground?" Jack asked.

"The Indians placed the dry grains on a stone. Then they took another stone in their hands and ground it around and around on the grains until the corn was in very small pieces."

"Did they make corn bread?" Mary asked.

"Yes, but not like the corn bread Mother makes. The Indian women put water with the corn meal and cooked it on hot stones. Then they put the corn bread away for the winter in bags made of animal skin."

# Indian Women Using Corn





"I wanted to ask you about their fires, Father," said Jack. "I read that they made a fire by rubbing two sticks together. But when I rubbed two sticks together, no fire came."

"We cannot get fire that way very well," his father said. "But the Indians knew how to do it. They had other ways of making fires too."

"Often they used a stick of very hard wood that had a point. A hole was made in a piece of soft wood. The pointed part of the stick of hard wood was placed in this hole. Then the Indian turned the stick around and around very fast until the hole was hot. He put dry leaves in the hole, and they soon began to burn."

"Can you do that, Father?" Jack asked.

"I am afraid not," his father said. "But some day when we are out in the woods we might get some sticks and try."

### Fall and Winter Days

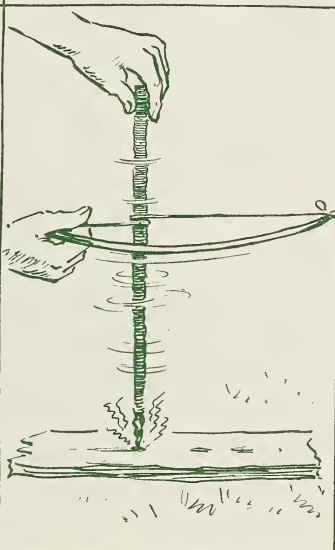
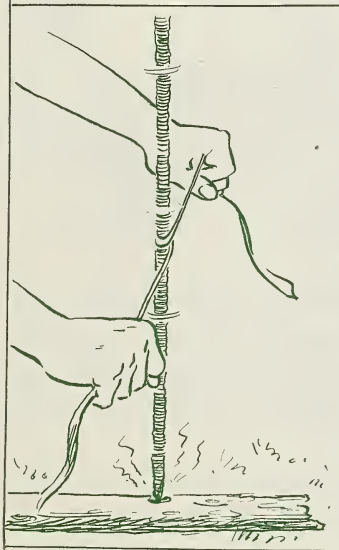
It was three or four days before Mr. Fuller had time to talk again about Indians.

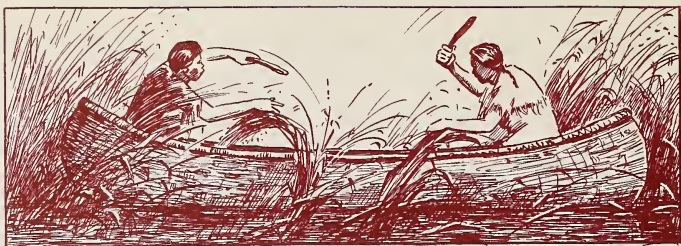
"Now tell us about fall, Father," said Mary when they were all together after supper. "What did the Indians do in the fall?"

"Many things," Mr. Fuller answered. "It was a busy time. In our part of the country the Indian women and girls gathered wild rice. Rice grows in places where there is water. The rice was ripe and ready for the Indians to eat in the fall of the year."



# Ways of Starting a Fire





“The Indian women went out in their canoes to get the rice. They pulled the plants over and made the rice grains fall into the canoes. Then they dried the rice and cleaned it, and stored it in baskets for their winter food.

“The women talked with one another as they cleaned the rice. They liked to work together.”

"Did the men help to get the rice?" Jack asked.

"No," said his father. "They were busy at other things. The Indian men and boys had to go hunting. They knew that fall was a good time to hunt.

"The Indians stayed away hunting for many weeks. They often went in their canoes.

"When they came to a good place in the woods, they made their camp. Some of the bigger boys were sent out to look for signs of animals.

"The others stayed around the fire. The chief smoked a long pipe. Then he gave it to the next Indian to smoke. It went around from one Indian to another. They all smoked in turn and prayed for good hunting.



"When the boys came back, they took the others to the places where they had found animals or signs of animals. They all had their bows and arrows."

"Could you kill a deer with a bow and arrow, Father?" Jack asked.

Mr. Fuller laughed. "No, I could not, but an Indian could.

"The Indians had many ways of hunting. One way was to burn the trees in the woods. The fire drove the deer into a kind of fence that the Indians had placed on the ground. As the deer could not get through this fence, the Indians could kill many of them quickly."

"I do not think that was a good way to hunt," Jack said. "Burning the trees in the woods was not the right thing to do."

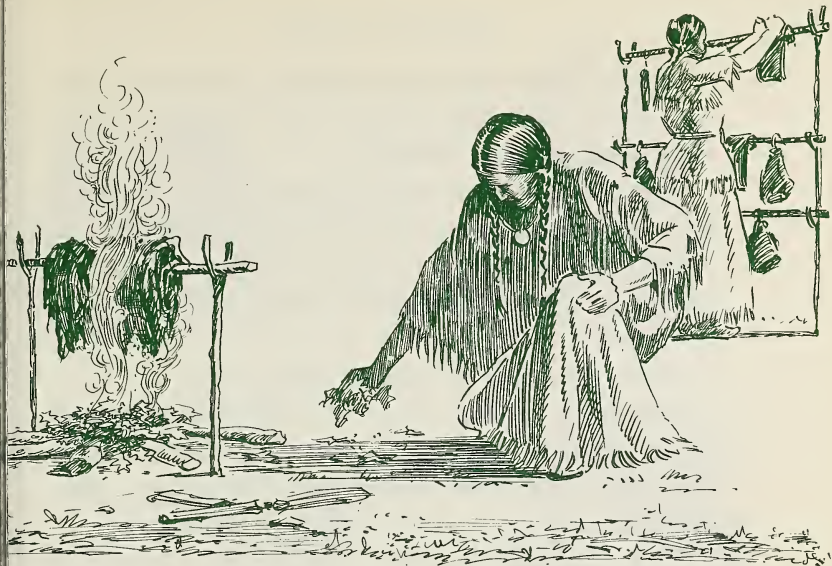
"You are right, Jack. But the Indians did not think about saving the trees, as we do. They thought more about getting enough food for the tribe.

"When they had killed as many deer as they needed, they took the animals they had killed back to their camp. There they cut them up for meat. When the hunting was over, the Indian men and boys took all the meat and skins back to the village. All the people in the village were glad to see them come home."

"How did they cook their meat?" Mary asked.

"There were different ways. Often the women put the meat in skin or bark kettles. Hot stones were placed around and on top of the kettles to cook the meat.





“Often they dug a hole in the ground and put a skin bag in it. They put water in the bag. Then they put hot stones in the water to make it boil. The meat was cooked in the hot water.”

“Did the Indians have any way of keeping meat they were not ready to eat?” Jack asked.

“Yes,” Father answered. “They smoked meat, and they smoked fish too. The meat or fish was hung on sticks over a fire. Then wet leaves were put on the fire to make smoke. The meat or fish hung in the smoke. After that it would keep for a long time.”

“I do not think I should like it much,” Jack said. “I like to learn about the Indians, but I am glad I do not have to eat their food.”

"I think it would be fun to live in a wigwam in the summer or fall," Mary said. "But were the Indians warm enough in the winter?"

"There was enough wood to keep a warm fire burning," her father answered. "In winter the Indians sat around the fire in their homes and made baskets of bark and wood. The baskets were painted in beautiful colors."

"Where did they get paint?" Mary asked.

"They made their colors from the things around them. Red was made by cooking red berries in water. Blue was made from blueberries. Often they made their paints from red, yellow, blue, or white clay."

"What else did they do?" Mary asked.

"They made their clothes," her father answered. "The skin of the deer made fine, soft clothes. Deerskin clothes were warm."

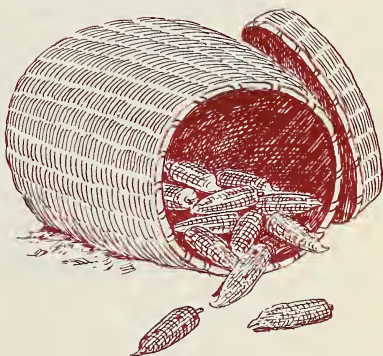
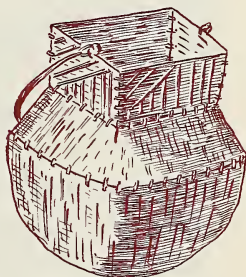
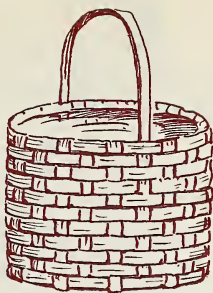
"Did they make all their own clothes?" Mary asked. "Did they ever buy any of them?"

"Sometimes they would buy skins," her father said. "If one Indian had killed a deer, another Indian might buy the skin from him. But of course the Indians did not have money like ours."

"For money the Indians used beads made of colored shells. They would string the shells on strings made from skin. These strings of beads were called wampum. A string of wampum was Indian money."

"Often the Indians did not need wampum to get what they wanted. They traded with each other."

# Indian Baskets





An Indian who had too many deerskins might trade them for something else. But if an Indian had wampum, he could buy what he wanted. The Indian women worked many hours making wampum."

"We trade things at school sometimes," said Jack. "The Indians did some of the same things we do."

"In many ways the Indians were not very different from us," his father answered. "In some ways their homes were like ours. The father, mother, and children had good times together. They ate their meals together. If somebody came to visit, they were very polite to him. They always gave him food.

"In Indian homes I am sure the boys and girls went to bed early, just as boys and girls do today," said Mr. Fuller. "We'll talk more about Indians another night."



## How the Indians Learned

"Did the Indian children go to school?" Jack asked his father the next night.

"No," his father answered. "The Indian children did not go to school. But they learned many things from their fathers and mothers. From their fathers the boys learned to hunt and fish. When the Indian boy was small, his father showed him how to make toy canoes and toy bows and arrows. The toy arrows were safe, for they had no points on them. As the boy grew older he learned to make real things by helping his father.

"The children learned in other ways. The old men sat around the fire at night and told stories they had heard when they were young. They told about chiefs of the tribe and what they did in council meetings and in hunting. From the old men's stories the children learned about the people who lived long ago.



"Indian fathers did not want their boys to be afraid. When a boy was old enough, he was sent out into the woods. Sometimes he was told to find a deer and kill it. Then he had to build a fire, get the skin ready to be made into clothes, and bring back the skin and meat.

"If a boy could do all the hard things, his father was very happy. After that the people called the boy a man. He did not play with children any more. He went hunting with the men of the tribe."

"What did the girls learn?" Mary asked.

"The Indian girls learned from their mothers. A girl learned to make her own clothes. She learned to plant seeds, and she learned how to cook.



"The boys and girls learned something else. They learned that no animal must ever be killed if it was not needed for food. Mother animals must not be killed while their babies were young. Birds must not be killed while they were raising their baby birds.

"You see, the Indians knew that the baby animals needed their mothers. If their mothers were killed, there would soon be no more birds and animals. Every Indian boy and girl learned that."

"We know that too," Jack said. "We have laws about keeping wild animals safe. A man who wants to go hunting can go only for a little while in the fall of the year. It is against the law to hunt wild animals at any other time"



"Yes, and it is a very good law," his father said. "In some places the law will not let people kill wild animals and birds at any time. That is a very good law too."

"What else did the Indian children learn, Father?" asked Mary. "Did they learn to read and write?"

"Yes, the Indians learned to read and write," Mr. Fuller said. "To write, they used pictures and signs."

"Some tribes told stories in pictures on large pieces of bark or on animal skins. The pictures told what had happened to the tribe."

"Did the Indians write letters to people by using pictures?" Mary asked.

"Yes, sometimes they sent messages in that way, and sometimes they sent messages in pictures made of wampum."

"When one tribe wanted to be friends with another tribe far away, the chief had a wampum belt made. In the belt there was a picture of two chiefs standing side by side as friends. This showed that the two tribes would stand together. They would not fight. They would always be friends."

"I think our kind of writing is better," Mary said. "We can send our messages much more quickly too."





## Some Indian Picture Writing



- |                               |  |
|-------------------------------|--|
| 1 Enemy camp                  | 7 Shield and horse taken from an enemy |
| 2 Enemies caught in a hole    | 8 An enemy in a hole filled with brush |
| 3 Horse taken from an enemy   | 9 The name "Weasel Tail".              |
| 4 Blanket taken from an enemy | 10 The name "Eating Black Bones"       |
| 5 An enemy killed             |  |
| 6 Indian scout                |  |

"We don't have to send letters," Mary went on. "We can telephone to our neighbors."

"We get the news more quickly too," Jack said. "The newspaper and the radio tell what is happening all over the world."

"The Indians got along very well without telephones and radios," Mr. Fuller said. "Now I think that is enough about Indians for tonight. It is after your bedtime."

"Will you tell us some more tomorrow night, Father?"

Mr. Fuller answered, "I have told you all I know about the Indians of the woods. Now I have a new plan. The next time we shall talk about some of the other Indian tribes. Only you children will do the telling."

"There must be some books about Indians in your school library. If you ask your teacher, I am sure she can find you some that are not too hard for you to read. Jack, you take the Indians of the plains. Read all you can about them. Then you can tell what you have read."

"It will be fun to try," Jack said, "but I don't think I can tell you very much tomorrow night."

"Then tell us when you are ready," said Mr. Fuller. "Mary, your job will be to learn about the Indians who lived in clay houses. Do you think you can find out about them?"

"I will try," Mary said. "You know I don't read

as well as Jack does, Father, because I am younger than he is. I must try to find a book that is not hard."

Mr. Fuller said, "I am sure you will find some books that will help you. Now that is all for tonight. The Indian Club will meet again when Jack is ready for us."



### Picture Writing

1. The Indians drew pictures to tell a story. Look at the Indian picture writing on page 101. Write a story using one or more of these pictures.

2. Your teacher may ask you to put a picture story on the board. Make it easy enough for the rest of the class to read. The best picture story could be put into the class Indian book.

### Moving from Place to Place

Read carefully the first two sentences given below. Be sure you know what they mean. Then see if you can do what the third one tells you to do.

1. People who live in cities often move from one place to another.

2. People who live on farms do not move as often as city people.

3. Now tell the class why the Indians who had gardens did not move their homes as often as Indians who did not have gardens.

## Reading Maps

Maps will tell you interesting things.

1. Look at the map of an Indian village on page 81. Make a list of the things you see in this village.

2. Now look at the picture of an Indian village of today on page 141. Tell how this modern village is different from the one shown on page 81.

## If You Had Been an Indian of the Woods

Answer these questions and give good reasons for your answers:

1. If you had been an Indian of the woods, would you have wanted to live in a wigwam or a long house?

2. If you had been an Indian of the woods, what would you have used for money?

3. If you had been an Indian of the woods, what would you have liked to eat?

## Trading

Your story tells you that the Indians sometimes traded with one another. In the sentence below select the words which tell what we mean by trading.

1. to give something away.
2. to take something from another person.
3. to give something you have for something someone else has.
4. to ask for something.

To trade means:



# Indians Who Lived on the Plains

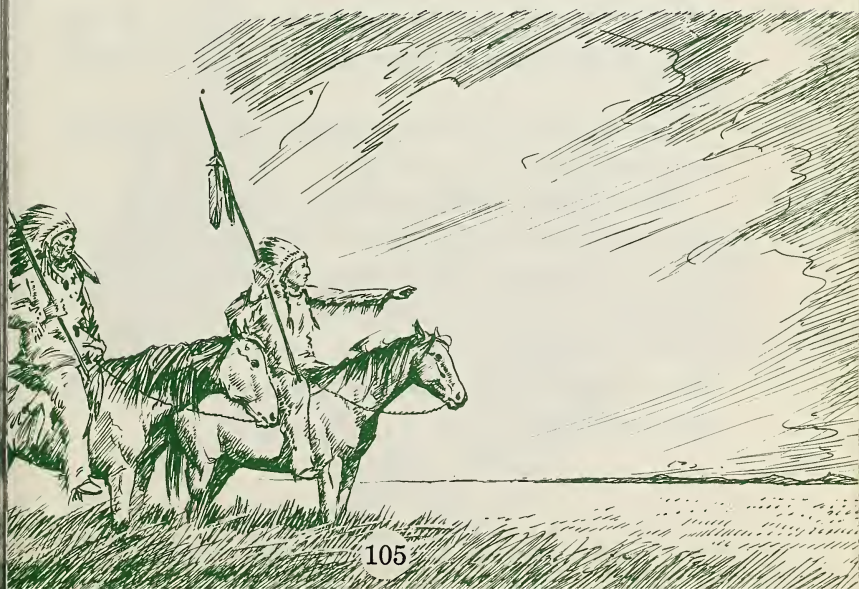
## Indian Homes on the Plains

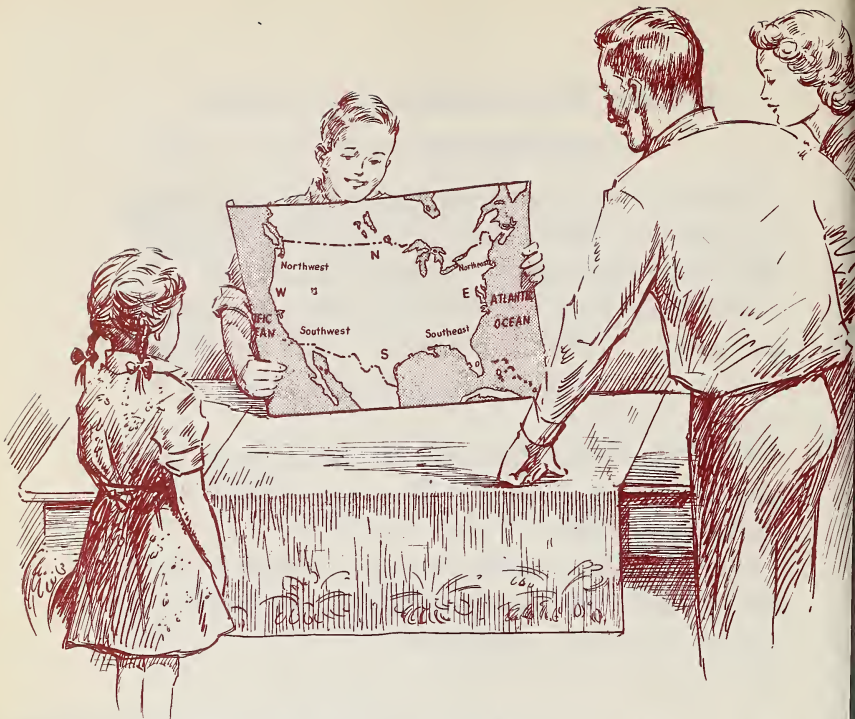
The next day Jack and Mary brought some books home from the school library. When their homework was over in the evenings, they read these books.

Two weeks went by. Then one evening at supper Jack said, "I have read the two books my teacher found for me. Shall I tell you tonight about the Indians of the plains?"

"Yes, the Indian Club will be glad to meet after supper," Mr. Fuller said. "Mary and Mother and I will be ready, Jack."

After supper they all sat down in the living room to listen to Jack. He was ready to tell them about the Indians who lived on the plains.





“First,” he began, “I want you to look at the map. In the center is where the Indians of the plains lived.”

They all looked where he pointed. He showed them the great plains in our country.

“The Indians who lived on the plains did not live like the Indians of the woods,” Jack said. “A plain is a big, almost flat place without many trees. Grass grows on much of our great plains.

“The Indians of the plains did not do farming. They did not live in one place very long but moved their homes often.

“They had something that the Indians of the woods did not have. They had the buffalo. The buffalo was a big wild animal that lived on the plains. It ate the grass that grew there.

“Nearly everything the Indians of the plains needed they got from the buffalo. The Indians used buffalo meat for food. They made their clothes and tepees from buffalo skins. Hunting the buffalo was the greatest thing in their lives.

“Many buffaloes lived together. They did not stay in one place but moved over the plains, eating the grass. The Indians hunted the buffaloes all over the plains. That is why the Indians of the plains did not live in villages.





“The Indians of the plains made tepees that were very easy to put up and to move. The tepees were made of poles that were placed in the ground at the bottom and made to come to a point at the top. The poles were covered with buffalo skins. When the tribe wanted to move, they rolled the skins around the poles and took their homes with them.

“At the top of the tepee there was a hole to let the smoke out. A piece of skin was placed over the smoke hole. This piece of skin could be moved to keep the wind from blowing the smoke back into the tepee. If the wind came one way, the Indians moved the skin to protect the hole from the wind. If the wind came another way, they moved the skin again.

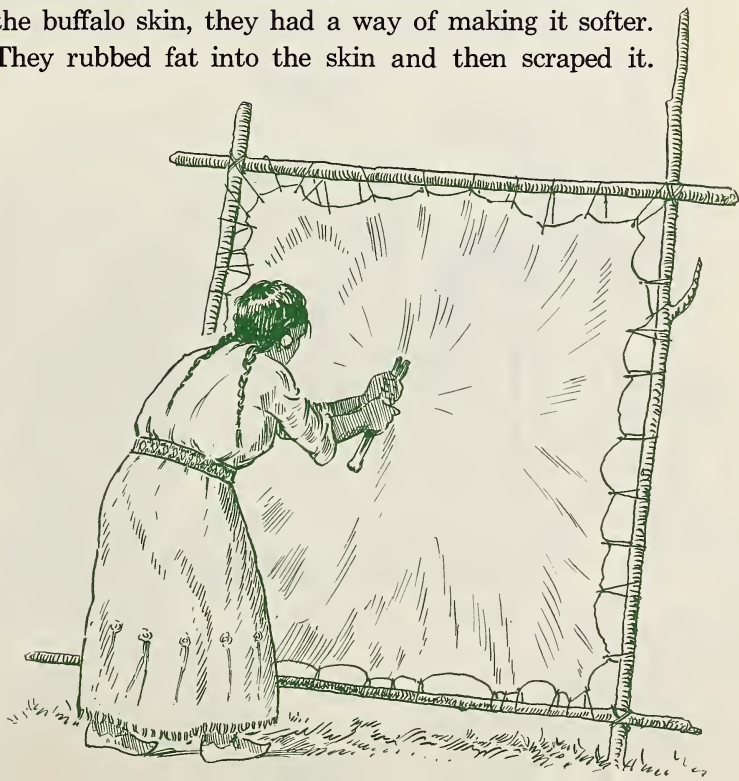


"The Indians watched the smoke to see how the wind was blowing. It is a good way to tell. We can do it too, by watching the smoke from houses.

"The buffalo skins the Indians got from their hunts were used in many different ways.

"The Indian women would pull out a buffalo skin on sticks they had put in the ground. They scraped the meat from the inside of the skin. Then they scraped the hair from the outside. The skin was hung over the smoke of the fire to dry. Then the skin was ready to use for bags.

"If the Indian women wanted to make clothes from the buffalo skin, they had a way of making it softer. They rubbed fat into the skin and then scraped it.





Next they rolled it. Then they pulled it again and again across a rope of skin tied between two poles. At last the buffalo skin was soft enough for clothes.

"To make covers for beds, they scraped the skins on the inside but left the hair on the outside.

"Buffalo meat was the main food of the Indians of the plains. The Indian women cooked it in skin bags over hot stones. If they wanted to keep some meat, they cut it into pieces and hung it in the air to dry.

"Sometimes the dried meat was pounded until it was very fine. Then the women put with it buffalo fat and seeds, berries, or wild fruits. This was stored in skin bags. The Indians called this food pemmican."



## A Buffalo Hunt

"Now I am going to tell you about a buffalo hunt," Jack went on. "There were not many other animals on the plains, but there were a great many buffaloes.

"The first Indians who lived on the plains hunted the buffaloes by walking or running after them. There were no horses in our country until the white men brought them.

"White men came to what is now our South many, many years ago. These white men brought horses with them, and the Indians got horses from the white men. So the Indians of the plains had horses long ago.





“The Indians of the plains had their own way of taking along their skin bags of clothes and other things. They took them on a travois.

“I will tell you what a travois was like. The ends of two poles were fastened to the sides of a horse. The other ends would drag on the ground. Sticks were placed across the two poles. Then the skin bags were fastened on these sticks. The horse pulled the travois along.

“Before the Indians had any horses, they used dogs to pull the travois. The dog travois was smaller, and it could not hold so many bags. The horse travois was larger and better.





"The buffaloes went far over the plains. With horses it was not nearly so hard for the Indians of the plains to keep up with the buffaloes.


"The Indian chief told the tribe the day when they would begin the hunt. Everyone began getting ready to move, because everyone in the tribe went on the hunt. The youngest children and the old people went with the others.

"The Indians took everything they owned with them. After the hunt they would not come back to the place where they had been living. Clothes and blankets and food were put in skin bags. The tepees came down. The tepee skins were rolled around the poles.

"Now the tribe was ready to move. Some scouts had been sent out to look for the buffaloes. The other Indians got on their horses.

"The Indians did not go very fast until they had news from the scouts. Often the scouts did not come all the way back to them. They gave their news by smoke signals.

"To send the news by smoke, this is what the scouts did. They built a fire where they were and put green leaves on it to make it smoke. Then they held a blanket over the fire for a little while so that the smoke could not go up. When they took away the blanket, the smoke went high in the air. They held the smoke down again with the blanket, and then they let it go up again.



“The tribe watched the smoke from far away. When they saw the little clouds of smoke go up, one after another, they knew that the scouts were saying, ‘We have found the buffaloes.’”

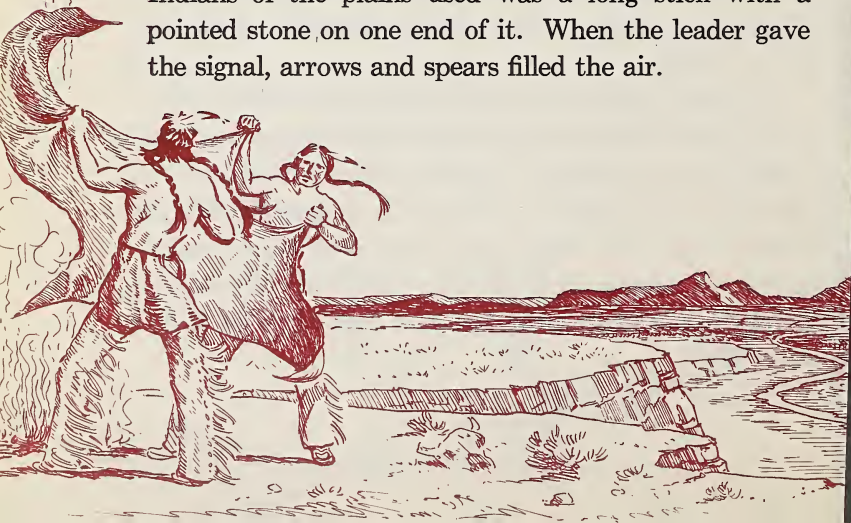
“The Indians went faster after they saw the smoke. Sometimes they had to cross a river to get to where the buffaloes were.

“To cross a deep river, the Indians made boats of poles and buffalo skins. The Indians took their things with them in these skin boats. The horses would swim across the river near the boats.

“The Indians did not take the boats with them after they had crossed a river. When they came to another river, they made other boats.

“When the Indians came near the buffaloes they rode right up to them. Some of the men shot arrows from their big bows.

“Some of the men had spears. The spear that the Indians of the plains used was a long stick with a pointed stone on one end of it. When the leader gave the signal, arrows and spears filled the air.





“Many buffaloes were killed by the first arrows and spears. The other buffaloes began to run across the plain, with the Indians on their horses after them. The air was filled with dust.

“When the Indians had killed all the buffaloes they needed, the hunt was over. The Indians looked around for a good place to put up their tepees. They might live in that place until the next hunt.”





## Making a Home

Answer each of these questions as you come to it. The first four will help you answer the last one.

1. The Indians of the plains did not use bark to cover their teepees. Why?

2. The Indians of the woods did not use buffalo skins to cover their wigwams. Why?

3. In some parts of our country many houses are made of stone. Why?

4. What do boys use when they build a hut or shack? Why?

5. You have now answered the questions above. They all tell something about the things people use to build their homes. Now read the sentence below and decide whether it is true or false:

People usually build their homes of the things which are easiest for them to get.

## What Is Wrong?

Something is wrong with each of the sentences below. What is wrong in each one? Give your reasons.

1. The plains Indians had only vegetables to eat.

2. The travois upset when one of the wheels broke.

3. The Indians of the plains first brought horses to this country.

## Show That You Know

Show that you know the meaning of each of these words: **plain, mountain, valley.**

1. Draw pictures of them.
2. If there is a sand table in your classroom, use sand to show a plain, a mountain, and a valley.
3. Write three sentences, using the three words.

## Indian Messages

You have learned that Indians sent messages in two ways. Copy these sentences and fill in the blanks:

The Indians sent messages in (?) writing.

The Indians sent messages by (?) signals.



The Indians also had another way to send messages. They used a sort of drum, like the one in the picture. It was used for signals and dances. What was the name of this drum? Find out all you can about it.

## Find the Word

Here are some words you should know: **travois, plain, pemmican, beef.** One of these words will fit into each blank below. Find the right word.



1. Land that is wide and level is called a (?).
2. A horse or dog was used to pull the (?).
3. Food made from buffalo meat and berries was (?).

## Your Indian Book

The first part of the class Indian book was about the Indians of the woods. Call the second part "Indians of the Plains." Draw pictures to show how the plains Indians lived and what they did. Write a short story or poem about each picture.

### A Picture Map

Perhaps your teacher can give you an outline map of our country. If not, draw one like the map on page 75. Put North, South, East, and West in the right places.

You can make your map tell a story. Draw little pictures of wigwams (  ) to show where the Indians of the woods lived. Draw little pictures of tepees (  ) to show where the Indians of the plains lived. Put the best picture map in the class Indian book.

Later you will read about other tribes. Then you can draw more pictures to show where they lived. Soon your map will show where the different kinds of Indians made their homes.

### The Buffalo

1. The plains Indians used the buffalo for food, shelter, and clothing. How did the buffalo give the Indians these three things?

2. Why did not the woods Indians use the buffalo for their food, shelter, and clothing?



# Indians Who Lived in Clay Houses

## Homes on High Places

A few evenings after Jack had told about the buffalo hunt, Mary was ready to tell the family about the Indians who lived in clay houses in what is now the southwest part of our country.

The map that Mary used when she read about the clay-house Indians is shown below. On it you see the western part of our country. At the left is the Pacific Ocean. Find the place marked *Southwest*. This is where the clay-house Indians lived.



Mother, Father, and Jack sat down in the living room to listen to Mary.

"I told my teacher what I wanted to do," Mary said. "She was glad that I wanted to learn about the Indians. She gave me an easy book to read, and she let me have some of her pictures. She said that the pictures are like the big ones that are in the museum at Newton. I am going to use the pictures to tell my story."

Mary laid some pictures on the table. Then she took up one picture and held it so that everyone could see it.

"These are the clay houses," Mary said. "You can see that they were built on the side of a high hill. The houses stood very near one another.



"This picture shows doors in the houses. The Indians who lived above the first floor had to use ladders to get to their doors.

"At one time the clay-house Indians built their houses without any doors in the sides. Each house had a door in the flat roof. All the Indians had to use ladders to get in."

"Do you know why there were no doors in the sides?" asked Father. Mary did not know.

"I will tell you," Father said. "The clay-house Indians did not like to fight. But some of the tribes who lived near them were always fighting.

"So the clay-house Indians built their homes in a way that would keep their fighting neighbors out. Later on there was less danger, and the clay-house Indians began to put doors in the sides."

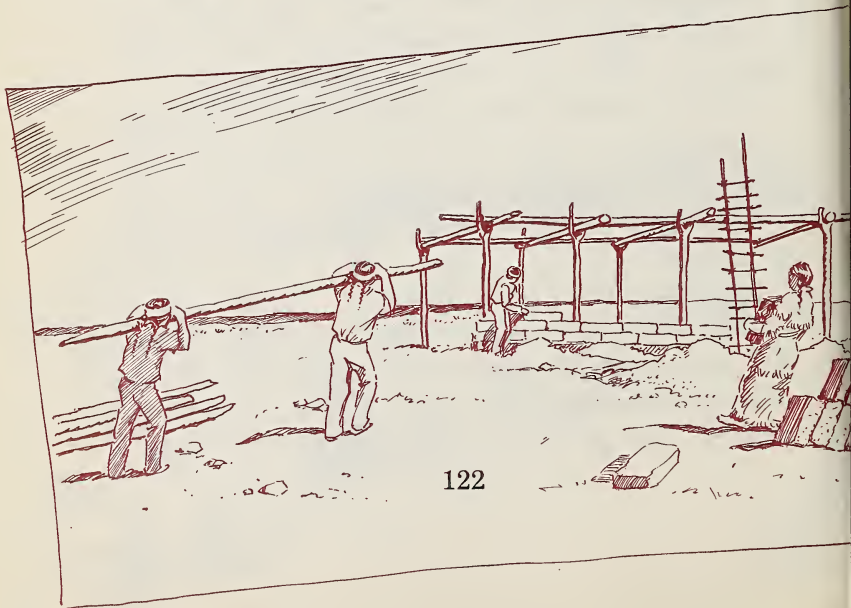
"Thank you, Father," Mary said. "Now I see."

She put down the first picture and took up another one, which you will see on the next page.

"Here are some Indians making bricks to build their homes. You can see some of them getting the clay from the ground. Some of the girls are making bricks of the clay, and others are putting the bricks in the sun to dry."

Mary took up the next picture.

"Here the Indians are building their house. They had to go a long way to find trees to make the frame of the house because there were not many trees in their country. But you can see that they found some trees.





In the picture they are starting to build the house by putting up poles to make a frame.

"Some other Indians are bringing clay bricks to cover the frame. They will make pole ladders to go to the upper floors. Soon the house will be ready to live in."

"Then there will be one more house in the pueblo," Father said.

Mary looked at him. "I wish you would tell me what the word *pueblo* means, Father. It was in the books about the clay-house Indians. I never saw the word before."

"No, it is not a word you see very often," Father said. "*Pueblo* is a word that means *village*. A clay-house Indian village is a *pueblo*."

"I am glad I know," Mary said. "Here is the next picture. It shows Indian women working in a field."



"The clay-house Indians lived on the sides of hills, but they planted their corn in the valleys. They did not raise as many things as the Indians of the woods raised. They raised more corn than anything else."

### Making Clay Dishes

Mary held up another picture.

"This picture shows how the Indians made clay dishes," she said. "The clay where they lived was very good for making things. I know most about the Indian dishes because I have made clay dishes in school. Shall I tell you how they are made?" Mary asked.

"Oh, we know that," Jack began.

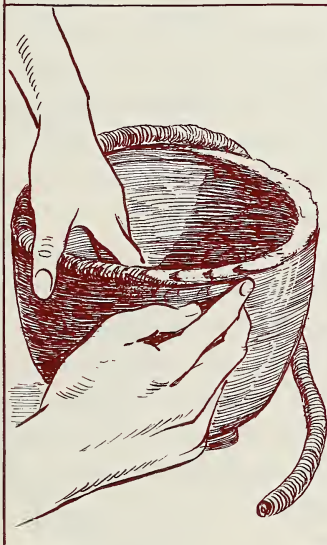
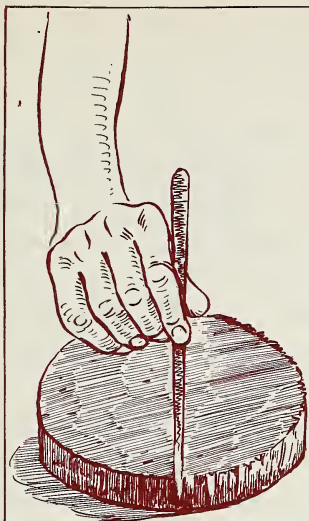
But Mr. Fuller said, "Let her tell us, Jack. Go on, Mary."

"Well," said Mary, "first you make a round, flat piece of clay for the bottom. Then you roll soft clay in long rolls. You put these rolls around the outside of the dish and on top of one another, around and around, until your dish is deep enough. For a flat dish you need only a few rolls. If you want to make a deep bowl, you put many rolls on top of one another.

"When your bowl is big enough, you have to make it smooth. The Indian women used a stone and rubbed the clay smooth. Then the bowl was left to dry in the sun or over a fire."

"The Indians did not stop with the first drying of their bowls," Father said. "They covered the dry, hard bowl with fine white or red clay wet with water.

# Making a Clay Bowl



Then they rubbed and dried the bowl again. They did this five or six times. This made better bowls than the ones you made at school."

"Yes, the teacher told me that," Mary answered. "She said they painted the bowls with red or black colors.

"Here is my last picture. It shows Indian bowls and jars. You can see that they are beautiful."

"Yes, they are," Father said. "Is that the end of your talk, Mary? You did very well. We have been on a visit to an Indian pueblo with you."

Jack came over to look again at the pictures of the clay-house Indians.

"Does your teacher have pictures of the other tribes of Indians?" he asked.

"Yes. She has all kinds of pictures," Mary answered.

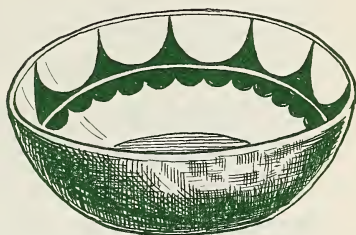
Father said, "We have now come to the Indians who lived by the ocean. Why don't you two work together on them? Jack can get the story ready. If Mary's teacher will let her, Mary can bring home pictures of these Indians. What do you think of that?"

"I think it would be fine," Jack said. "I can tell the story, and Mary can hold up the pictures to show you what I am talking about. Will you do it, Mary?"

"I will," Mary said. "When I take these pictures back tomorrow, I will ask the teacher if I may have the pictures of the Indians who lived near the ocean. I am sure she will let me have them because she likes to have us learn about the Indians."



# Indian Clay Bowls and Jars





### Choose the Best Reasons


Choose the two best reasons from those given below. Tell why you think they are the best.

The Indians lived in clay houses because: (1) they were safe in them; (2) they did not like to sleep in the open air; (3) they liked high places; (4) there was plenty of clay where they lived.

### Your Indian Book

Call this part of your class Indian book "Clay-house Indians." Draw pictures to show how the clay-house Indians lived and what they did. Write short stories or poems about the clay-house Indians.

### Your Picture Map Grows

On your map draw little pictures of clay houses (  ) to show where the clay-house Indians lived.

### Parts of Our Country

Look carefully at the map on page 119. Which parts of our country do you see? Which parts of our country are not shown on this map? What ocean is on the western side of our country?

The map on page 75 may help you to answer these questions.

## Indians Who Lived Near the Ocean

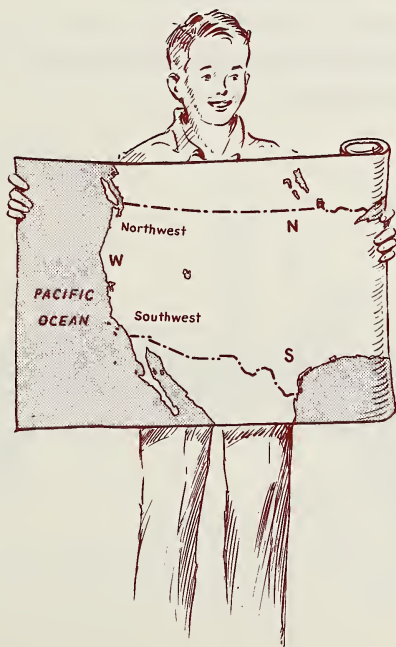
The teacher was glad to let Mary use the pictures of the Indians who lived near the ocean. And Jack got a good book about them too. On two evenings he read this book.

The next evening Mary and Jack were ready to talk about the Indians who lived by the ocean. They both took places by the table.

Jack said, "When I come to a part that has a picture, Mary will hold it up for you to see. Are you ready for me to begin?"

"Ready," Father and Mother answered together.

"First of all I will show you the map," said Jack.

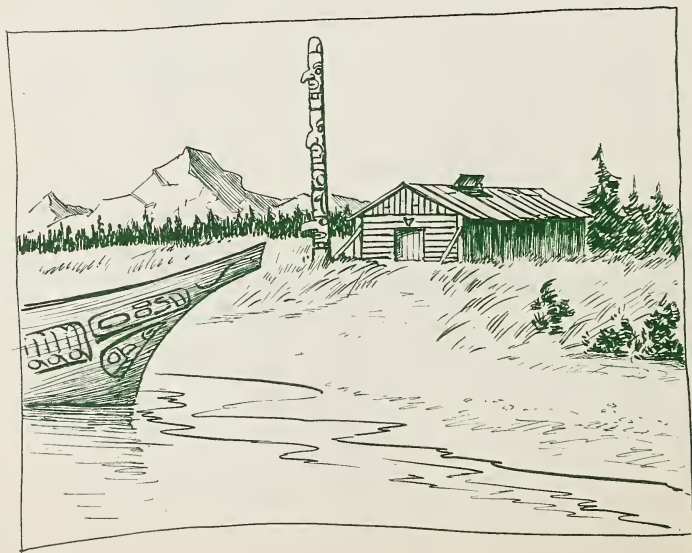


"Mary told us about the clay-house Indians. Those Indians, you know, lived in what is now the southwest part of our country. The Indians who lived near the ocean had their homes in what is now the northwest part, along the Pacific Ocean."

Jack put down the map and said, "These Indians liked to live on the soft, clean sand by the ocean. They did not have to go far to get wood to build their houses. The mountains were near, and there were trees on the sides of the mountains."

"There were large fish in the ocean for food. So these Indians did not move their homes when they needed food. They built them near the ocean. Here is a picture of one of their homes."

Jack stopped, and Mary held up a picture. It showed a small house made of wood. It was very much like a white man's house.





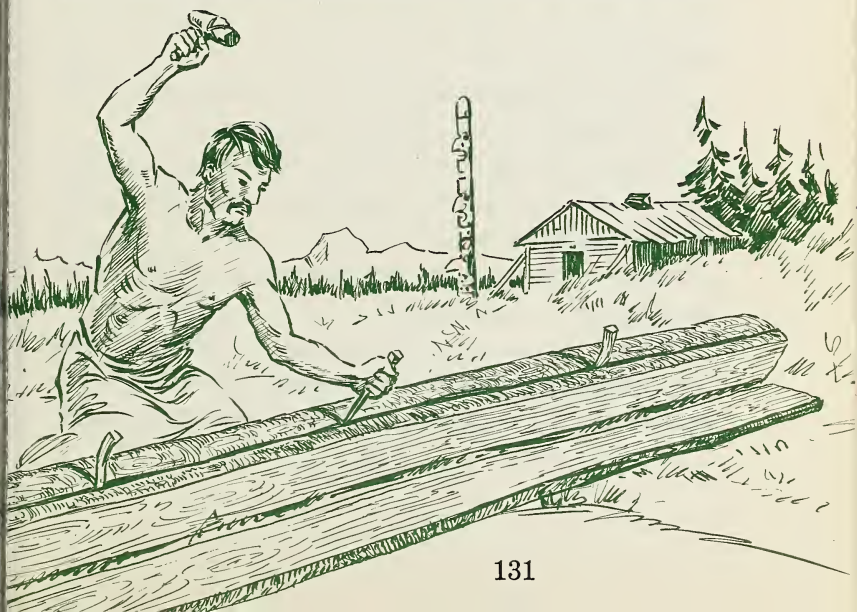
"You can see," Jack went on, "that this house was built of boards. The other tribes that we have talked about — the Indians of the woods, and the Indians of the plains, and the clay-house Indians — all used poles to make their homes. The Indians of those tribes did not know how to make boards from trees.

"The Indians who lived by the ocean did know a way to make boards. Mary will show you a picture. Then I will tell you how they made them."

Mary held up a picture. Mother and Father did not know what the picture showed.

Jack said, "Here is what these Indians used for making boards. They used a piece of deer's horn. You will see in the picture that this Indian is wearing a mustache.

"The Indians could not cut down the big trees. They got their logs from trees they found on the ground.



They pulled or rolled the logs from the mountains to the land near the ocean.

"Then the Indians took these pieces of deer's horn and pounded them into a log. They pounded and pounded until a crack came in the log.

"They moved the pieces of horn along and pounded again. Again and again they moved the horn pieces along and pounded until a long rough board was split off the log. They began again on the same log. They pounded another crack in the same way and made another board.

"With these boards they built their houses. They covered the roofs with bark.

"We know that the Indians who lived in the woods used canoes. But canoes were not strong enough for the ocean. The Indians who lived by the ocean needed larger and stronger boats. The boats they made are called dugouts. Mary will show you a picture of a dugout."

Mary held up a picture of a boat. It was not at all like the canoes of the Indians of the woods.

"This is how they made their dugouts," Jack went on. "They used strong, hardwood trees that grew on the mountains near the ocean.

"They made the boat from the part of the log that was thickest and strongest.

"First they put wet sand over a part of the log. Then they made a fire at the two ends of the log. The part of the log with wet sand on it would not burn.



The two ends would burn off. The part of the log that did not burn was just long enough for a boat.

“Then the Indians would hollow out the inside of the log. To make the hollow, they first put stones in big fires. When the stones were very hot, they were placed on the log to burn it. Then the Indians took off the stones and scraped the burned wood with pieces of horn and stone. The Indians did this over and over until the hollow was deep enough.

“Some of the dugouts that the Indians made were large enough to hold many people.

"The Indians used wood in other ways," Jack went on. "Here is something else they made."

Mary held up a picture that showed a high pole covered all the way down with the faces of men and animals.

"That is a totem pole," Jack said. "Every family had its own animal for its totem. One family would want to be as strong as a bear. Then they would take the bear for their totem. Another family would take the deer. They thought that if they had a deer for their totem they could always run as fast as a deer runs.

Every family had a different totem pole. Some were taller than others.

"The Indians who lived near the ocean were the only Indians who had totem poles."



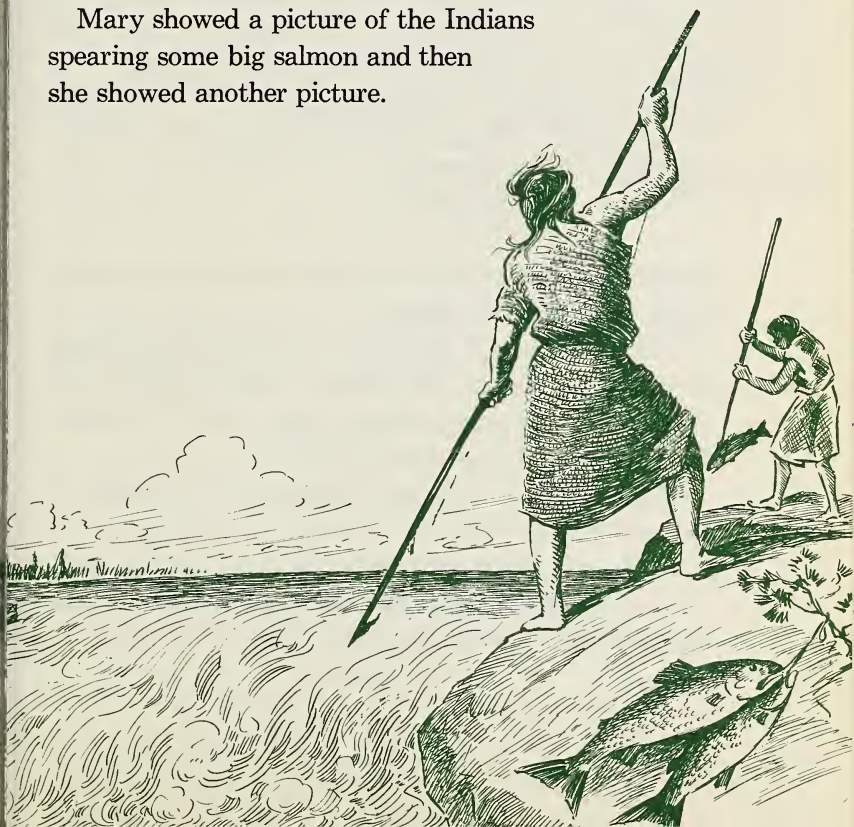


Jack went on. "These Indians who lived by the ocean got salmon from the mountain streams. The salmon is a very large fish.

"When the salmon went up the mountain streams to lay their eggs, the Indians could get them. They used spears. The Indians stayed on the bank as the big fish went past. They knew just the right time to throw the spear.

"The Indians smoked and dried the fish. In the winter, when the weather was cold, they did not have to go fishing because they had the dried fish to eat."

Mary showed a picture of the Indians spearing some big salmon and then she showed another picture.





In this last picture some Indians were sitting around a fire. They were all eating.

"This is a feast," Jack said. "These Indians liked to have great feasts. Sometimes a feast would go on for a week. They would sing songs and tell stories. Everyone would have a good time."

Mary put down the last picture as Jack came to the end of the story.

"This has been a fine evening," Mr. Fuller said. "It makes Mother and me glad to see how much you can learn and how well you can tell it."



### Choosing a Totem


Each Indian family had its own totem. If you were an Indian, what animal or bird would you want for the totem of your family?

Draw the totem pole you would have. Write a story telling why you chose as you did. The best picture and story should be put into the class Indian book.

### Finishing Your Indian Book

Call this last part of your class Indian book "The Indians Who Lived Near the Ocean." You have drawn a totem pole. Now draw other pictures showing how the Indians lived near the ocean. Write stories and poems telling how they lived and what they did.

### Finishing Your Picture Map

Draw little pictures of houses (  ) to show where the Indians lived near the Pacific Ocean.

### Dugouts and Canoes

Which sentences are true and which are false?

1. Indians of the woods used canoes.
2. Indians of the plains used dugouts.
3. A canoe was safer than a dugout.
4. A bark canoe was swifter than a dugout.

## More About the Indians

"It was fun for us to learn about Indians," said Jack. "I liked the Indian books. My teacher says there are other books about Indians in the Pleasant Valley library, but they are too hard for me now. When I am older, I am going to read them all. I should like some day to know as much about Indians as you do, Father."

Mr. Fuller laughed. "If you keep on reading, you will know much more. New books about the Indians are always being written. There is always more to be learned about Indians."

"I don't understand about the books, Father," Jack said. "Some of the people who write them have never lived with the Indians. How do they know all the things they put in the books?"

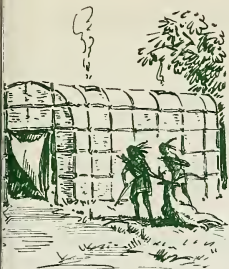
Father said, "A man who wants to write a book about the Indians has to work hard. He must go to the museums to see the Indian records. You know I told you that the Indians made records on pieces of bark and skin. Many of those records are in the museums now."

"Could we read them?" Jack asked.

"Some people have learned to read them. You could not read the records, but you could see them in the big museums. You could also see Indian boats, totem poles, clay bowls, baskets, and wampum belts. You could see Indian clothes and bows and arrows.



# Indians at Work



What are the Indians doing in each of these pictures?

You could see a wigwam too, put up just as the Indian family lived in it."

"I should like to see all that," Jack said. "There is a museum in Newton. The next time we go to visit Bill I am going to ask him to take us to the museum."

"There is another way to learn about the Indians of long ago," Mr. Fuller said. "That is to talk to Indians who are living now."

Mrs. Fuller looked up. "Indians do live in our country now," she said.

"Do they live in tepees and have deerskin clothes?" asked Mary.

"In a few places," Mr. Fuller answered, "there are Indians who live as their fathers lived long ago. The Indians of the pueblos still live in clay houses and make beautiful clay bowls. Other tribes too live as the early Indians did.

"But most of the Indians live very differently now. Our government has big places where Indians who wish to live with their own tribe may do so.

"Some day we may visit one of these Indian communities. If we do, you will see the children going to school and learning just as you do. If we visit them in the summer, we may see the Indians working in their gardens. Their villages look much like other villages.

"Some of the children may be doing beadwork or making clay bowls or making baskets out of bark.

# An Indian Village of Today



Many of the things that Indians make are beautiful and useful.

"If we could talk to some of the older Indians they would tell us stories of long ago. You know that the old men told stories around the fire. From the stories the Indians tell today we learn about the old days.

"Some Indians today do not wish to go on living with the tribe. They live and work on farms, or in towns and cities with their white neighbors.

"Many of the Indians have the same kinds of clothes that other people have, and they live in the same kinds of houses. They are good citizens of our country."

"Were there Indians around here when you and Mother were little?" Jack asked his father.

Mr. and Mrs. Fuller laughed.

"No. The Indians were here long before we were," Mr. Fuller said. "They lived here long, long ago. Then came the pioneers. They were white people."

"Tell us about the pioneers, Father," said Jack.

"I could tell you," said Mr. Fuller. "But your mother can tell you better. She learned about the pioneers by listening to stories told by older people."

"Yes," Mother said. "My grandfather Clark used to tell many stories of the old days."

"Then you must tell them to us, Mother," Mary said. "Please, please."

"Not now," Mother said. "But if you children will ask me again tomorrow, we shall see."



# Indians of Today














## WHAT HAVE YOU LEARNED SO FAR?



### Let's Draw Maps

Look at the map on page 81. It will give you some ideas that will help you to draw these maps:

1. Draw a picture map to show a camp of Indians of the woods by a stream. Show wigwams (  ) and long houses (  ) and campfires (  ). Show the forest (  ) and the stream (  ) running by the camp.

2. Draw a picture map to show a camp of Indians of the plains. Show tepees (  ) and campfires. Also show a river (  ) running by the camp.

3. Draw a picture map to show a pueblo of the clay-house Indians. Show their homes (  ). Show a hill (  ). Show a stream.

4. Draw a picture map to show a village of Indians who lived near the ocean. Show their houses (  ). Show where the ocean is. Show a mountain (  ), making it larger than the hill.

### Good Citizens

Everyone in the class can help to list the things which make people good citizens. Ask your teacher to write the list on the board. Which things on your list are true of the Indians of today?

## Let's Make a Tepee

Put up a tepee at the front of your classroom. You will need at least six poles. Use cloth or grain sacks or brown wrapping paper to cover the poles.

Paint or draw large pictures on the tepee. The Indians used pictures of animals, the sun, the moon, and the stars. You might use your tepee in a play.

## The Medicine Man

Indian children always did what the medicine man told them to do. He was their doctor. He was an important man in the tribe.

Find out all you can about the medicine man. Tell the class how he tried to make sick Indians well.

## Indian Dances

Indians danced for many reasons. They held dances before going on a hunt or to battle. They danced when they prayed for rain. Every spring they held dances for the god of the corn. If the harvest was good, they danced because they were thankful.

Learn some Indian dances. If you have a play, perhaps you can use some Indian dances in it.

## Let's Take a Trip

You can see many Indian things at a museum. Visit a museum. If your class cannot go, maybe your parents can take you. Write notes about what you see.

## A Game

Choose two Indian chiefs, one for each tribe. Each chief will choose the pupils he wants in his tribe.

All the pupils in the class will make up questions about Indians. Your teacher will choose the best questions. Then she will number them and give half of them to each chief.

The game will begin with the two tribes lined up on opposite sides of the room. Each chief will ask the members of the other tribe questions. First one chief will ask a question, then the other.

If an Indian cannot answer his question, he cannot stay with his tribe. He must sit down. The tribe that has the most Indians left wins the game.

## Let's Have an Indian Show

Do you have any Indian things at home? Ask your parents if you can bring them to school. Put the things on tables for everyone to see.

Also put on the table the things you have made in school. Show the class Indian book, tom-toms, bows and arrows, dishes, beadwork, and other things.

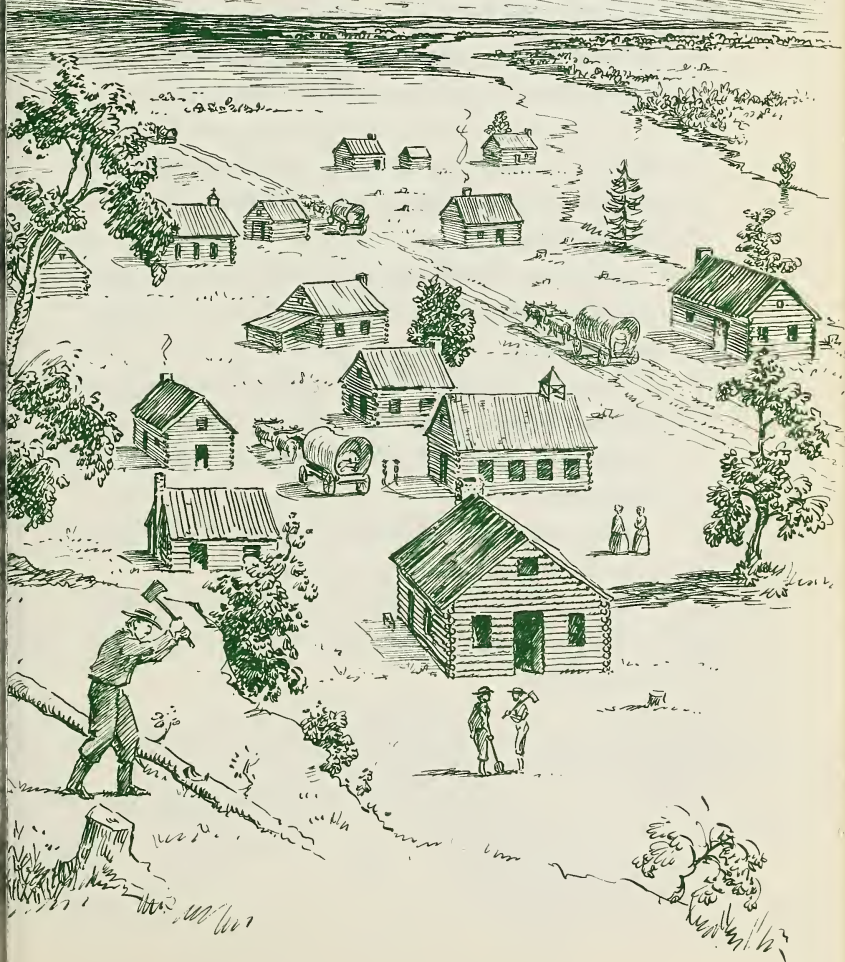
Prepare short talks about the articles you have brought or made.

Be sure to plan so that, when the show is over, everyone will get his own things back.

Invite your parents to the show. Tell them about the different Indian things on the tables.



# Pioneer Communities



## HOW DID THE PIONEERS LIVE?

How did your community begin? Mary and Jack did not let their mother forget about the pioneer stories. They wanted to learn about the pioneers who had gone to the West years ago.

In the stories that you will read now you will see how the pioneers lived. You will also see how good communities came from the work of the pioneer people.

Find out about the early days of the community where you live. Was it a pioneer community?

Can you find pictures, clothes, or dishes of pioneer days? Were the things used by the pioneers like the things used by other people at that time?

Are any of the streets, parks, or schools in your community named for pioneers?

Maybe there are some pioneers living right in your community who can tell you all about pioneer life.

## How Pioneer Communities Began

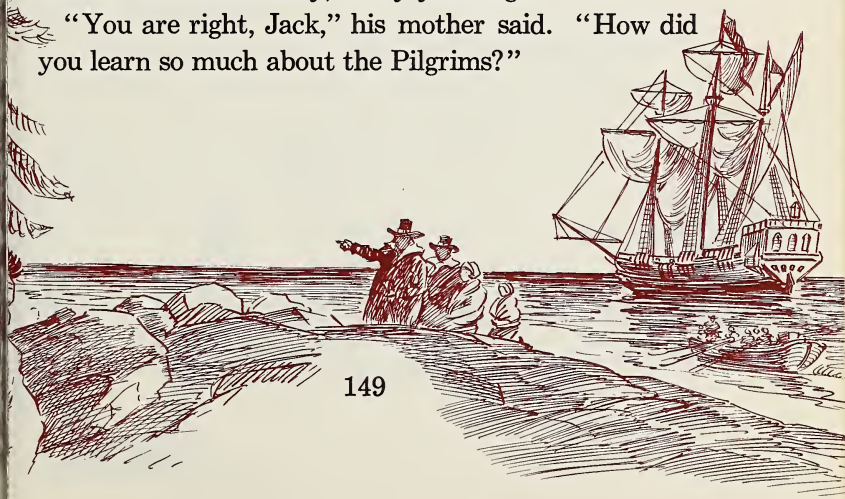
The next day was Saturday. Jack and Mary did not have to go to school.

As they helped their mother with the dishes in the morning, Jack said, "You told us to ask you today about the pioneers, Mother. Will you tell us about them now?"

Mother said, "Before we talk about the pioneers who traveled west in our country, we should know about the people who first came to this country. Do you and Mary know anything about the Pilgrims?"

"Yes," said Jack. "The Pilgrims came here from another country across the ocean. The Pilgrims were some of the first white people to come to live in our country. They lived in the East along the Atlantic Ocean. That was many, many years ago."

"You are right, Jack," his mother said. "How did you learn so much about the Pilgrims?"



"We learned about them in school," Jack answered. "We learned about the Pilgrims the day before Thanksgiving Day."

"We learned about the Pilgrims in our grade too," Mary said. "Our teacher told us about the Pilgrims and the Indians. Some of the Indians did not like the white people. But other Indians were their friends. These friendly Indians helped the Pilgrims plant their gardens."

"The Pilgrims had a very hard time at first," Jack said. "But after a while their houses were built and their gardens were planted. When their first harvest came, they were very glad. They knew that they would have enough food for the long, cold winter."

"The Pilgrims felt that God had been good to give them such a fine harvest. They all went to the little church they had built and thanked God for His care."





That was the first Thanksgiving Day. Every year we have this holiday.

“When Thanksgiving Day comes now, we always think of the Pilgrims, who gave it to us. And we think of the reason we have Thanksgiving Day.”

### The People Who Moved to the West

“As the years went by,” Mother said, “more and more people came across the ocean. They had been told that this new country was a fine country. They thought it would be a good place to make a living.

“Many people came, and towns and cities grew up in the East. After a time the new country, our country, was called the United States.

“Many of the people in the East were farmers. They knew that there was much land to the west, where no one but Indians lived. They thought there must be so much land that everyone could have a farm of his own. Some of these people began to make plans to go to the West to live.

“No one knew much about the country to the west. Sometimes hunters went there. The hunters told stories of wild animals, and of Indians who were always fighting. Many people were afraid to go west, but there were some people who were not afraid. The people who went west we call the pioneers. Any people who first go to new places or do new things are called pioneers.

“Now come with me,” Mother said.



Mrs. Fuller took Mary and Jack up to a little room with an old trunk and other old things in it. She opened the trunk.

"This was my mother's trunk," Mrs. Fuller said. "See, here is the family Bible. This is the dress my mother wore on the first day she went to school. And here is a book of old family pictures."

The children looked at the old pictures while Mrs. Fuller went on hunting for something in the trunk. At last she found what she wanted.

"Here is what I wanted to show you," she said.

It was a little book made of many pieces of paper sewed together. The pages were old and covered with writing. The cover was a piece of blue paper.

Across the cover was written:



"Why, Mother!" Mary said. "Mary Clark was your name when you were a little girl. Did you make this book?"

"Yes, I did," Mrs. Fuller answered. "I made it for my mother's birthday one year."

"Did you write it all?" Jack asked. "I never knew you could write books, Mother."

"This book was not very hard to write," Mother said. "It is just a little book about my family, the Clarks. They were among the pioneers who came out west."

"Is it stories your grandfather told you?" Mary asked. "You said he told you stories when you were a little girl."

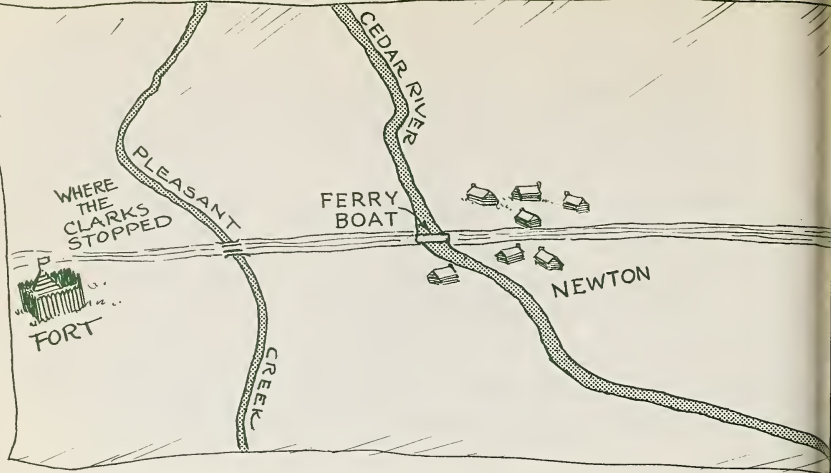
"Yes," Mother answered. "When Grandfather Clark was an old man, he used to sit under the apple tree and tell us children the stories that his father had told to him about pioneer days. I thought they were better than many stories we read in books."

"One year I wanted to give my mother a book for her birthday. I did not have any money to buy one. So I made a book for her from Grandfather Clark's stories."

"My mother said that it was a fine present and that she would always keep it. She put it in her trunk. This is her trunk, where we found the book today."

Mary looked at the writing in the little book. "It was a good present, Mother. May we see the book?"

Mrs. Fuller said, "Yes, let's all look at it together."



I couldn't write everything Grandfather told us, but what I did write will help me remember all the stories. I'll tell them to you and Jack as we look at the book. First I must tell you about the people in the book.

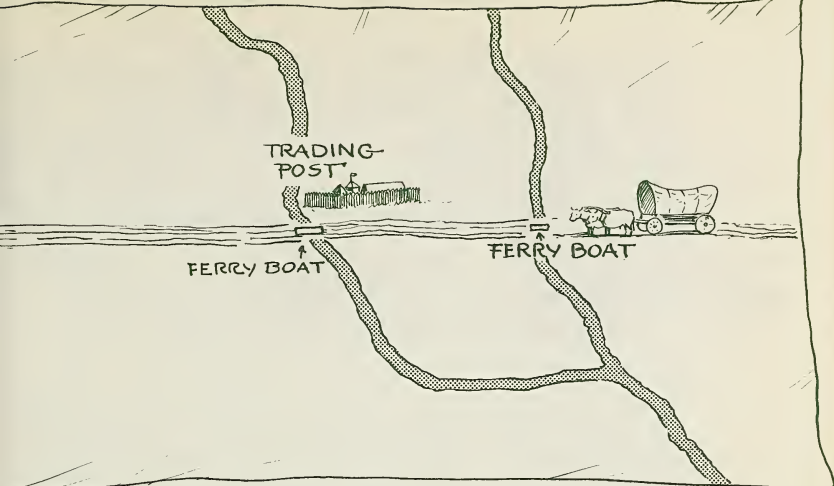
"About a hundred years ago the Clark family became pioneers. In the family were the father, the mother, and two children, John and his little sister Louise. They left their home in the eastern part of our country and traveled far west to make a new home.

"Here is a map I put in my book. My father drew it for me. See, he even drew a little covered wagon. The map will show you where the Clarks traveled.

"If you will look at the map now and then, you can see where they went. It was a long road from their first home to our own Pleasant Valley."

"Was Pleasant Valley here when they came?" Mary asked.





"No, it was not. The Clarks helped to start Pleasant Valley," Mother answered. "This book tells how the pioneers built their communities."

"I am sure we are going to like the stories," Jack said. "I can hardly wait to begin."

"We shall begin now," Mother said. "The first story is called 'The Hunters' Story.'"

### The Hunters' Story

In the little village in the East where the Clarks lived, two hunters had just come home. They had been in the West, the new part of the United States. They had traveled for weeks in the cold winter.

Men and boys from the village were all around them in the village store. One of the hunters opened a map he had made of the country where they had traveled. He pointed to places on the map as he told his story.



“We traveled days and days without seeing any people,” he said. “One day we came to a trading post. A white man owned it. He traded sugar, flour, and other things for animal skins and fur that white men and Indians brought in.

“Another time we came to a fort. The soldiers at the fort told us that the white people and the Indians were not friends. The soldiers were there to protect the white people.”

The men asked the hunters about the land.

“There is land that is very flat,” the hunters said. “Tall grass grows on this land. It should be easy to raise crops on such land.”

All this time John Clark and his father had been listening. “Hunting,” thought John. “Maybe I could kill a bear.” So he asked, “Did you kill any bears?”

Everyone laughed.

The hunters said, “Kill any bears! We killed so many we don’t know how many we killed. You could kill a great many bears where we were, John.”

## Getting Ready for a Long Journey

When they got home, Mr. Clark and John told Mrs. Clark and Louise the news the hunters had brought. Louise wished she had heard the hunters tell their story.

"I was helping Mother make butter," Louise said. "I wish I could have gone with you to the store."

Mrs. Clark listened carefully to the news from the hunters. She did not say much until Mr. Clark said, "It must be a fine country, Mother. What would you think if I asked you and the children to go with me to start a new home in this new part of our country?"

Mrs. Clark laughed and said, "You have been thinking and talking about it for a long time, Father. I am not surprised that you ask us to go.

"At first it will be hard to live in the new part of our country," said Mrs. Clark. "We would have to build a new home. I would not mind doing that, but I don't like to think about the long journey."



"I could go first and build the home. Then you and the children could come when the house is ready," said Mr. Clark.

"Oh, take us with you, Father," said John.

"Yes," said his mother. "If you go, Father, we will all go with you. But let's not plan to go until you have talked with the hunters again."

Mr. Clark learned much more from the hunters about this new part of our country. He made a map from the hunters' map. Mrs. Clark knew that he wanted to go but that he was afraid the journey would be too hard for his family.

At last she said to him, "We are not afraid to go to the new country, Father. We could have a good farm there and build a new home. Let us make plans now to go."

"Yes, yes!" John and Louise cried. "We are not afraid, Father. We all want to go."







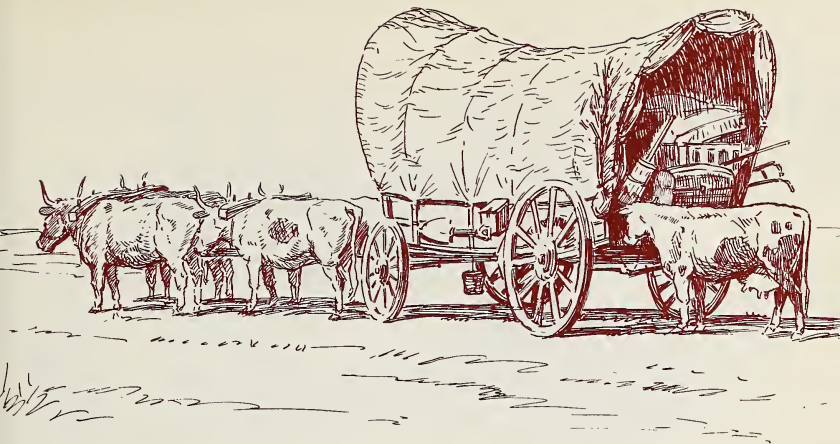
So the Clarks made plans to leave their old home in the East and make a new home in the new land.

Busy days followed. Winter was nearly over, and Mr. Clark wished to start on the long journey in the spring.

The pioneers traveled to the West in covered wagons. A covered wagon was a large wagon that had a round top covered with cloth. The wagon was pulled by oxen or horses. Oxen were used when the pioneers were going to travel a long way. Oxen are strong and can travel well over soft ground.

When the pioneers first traveled into new parts of our country, many covered wagons went together. Each wagon had its place in the wagon train. At night they all stopped, and the pioneers camped together.





Later, when more pioneers were living in the West, pioneer families traveled alone. There were not so many dangers then. The pioneers knew that there would be good places to stop along the way. Their maps showed trading posts, forts, and a few villages and towns.

The Clarks were not going in a covered-wagon train. By this time it was safe for them to go alone. They got their covered wagon ready and had four oxen to pull it.

Mrs. Clark thought about the things that she wished to take to their new home. She wanted to take everything. But she knew that there would not be room enough in the wagon for everything, and she knew that they must take much food for the long journey.

Mr. Clark loaded the wagon. He put in all the things he needed for doing farm work. He put in different kinds of vegetable seeds too.

"I wish we could take some of our apple trees, Father," said John.

"I think we can, John," said his father. He found a place in the covered wagon for a few small fruit trees.

"Can we take the chickens?" asked Louise.

"I don't know," said Mr. Clark, "but I will see." The very last thing that went into the covered wagon was a box of chickens.

Then John tied their cow to the back of the wagon.

"We shall have fresh milk on our journey," Mrs. Clark said.

Mr. Clark had packed everything very carefully. The road would be rough, and the journey would last for many weeks. They would not be able to go very fast.

### The Family Starts on Its Journey

At last the Clarks were ready to start on their journey. They closed the back of the covered wagon. Their friends came to say good-by to them.

The four oxen moved slowly along. Mr. Clark and John walked in front of the oxen. Mrs. Clark and Louise sat in the front of the wagon.

For a little way the road was not very rough. Then it became rougher.

Woods were on each side of the road. Squirrels ran through the woods. Sometimes the Clarks saw deer cross the road in front of them. They also saw a bear and her baby bears moving slowly through the woods.





Late in the afternoon, when the sun was going down in the west in front of them, Mr. Clark stopped the oxen and made camp for the night. He stopped at a spring of water near the road. By the road was a sign, WATER, that some pioneer before them had left when he had traveled that way.

John took the oxen and the cow from the wagon and fed the chickens. Mr. Clark built a fire and milked the cow. Louise helped her mother get the meal ready. They cooked meat and vegetables over the fire.

Every morning the pioneer family was up before daylight. Before they ate their morning meal, they fed the chickens and the oxen. They fed the cow too and milked her.

When they were through eating, John put out the fire. The family packed their things, and off they went on their journey again. Travel was slow and at best they could go not more than ten miles before the sun would set ahead of them.

One day, not long after they had started on their journey, Mrs. Clark said, "I have been saving cream from the milk, and I will make some butter when we stop tonight. Some of this cream is nearly butter now because it has been shaken so much on the rough road."

That evening Louise and her mother made butter in the churn.

When the bread they had brought with them was gone, Mrs. Clark made corn bread. She baked it in a kettle that she put down in the hot coals. Sometimes she cooked dried apples with maple sugar and water.





At the end of each day John and Mr. Clark gave water and food to the oxen and the cow. They also took care of the chickens. The Clarks and the animals, too, were tired from the day's trip.

Each night when the weather was pleasant, the family put their blankets on the ground and went to sleep there. If it was raining or cold, beds were made in the wagon.

The Clark family often came to a river. There were few bridges in the early pioneer days. Sometimes they crossed a river on a ferry. The ferryboat was big and flat.

On the ferryboat there was room for everything — the wagon, the oxen, and the cow. The men on the ferry used long poles to push the ferryboat across the river. Slowly the ferryboat crossed the river to the

other side. Mr. Clark paid the ferryman for taking them across.

When they came to a river that was not too deep, they drove their covered wagon across it.

### Stopping Places

As the days went by, John and his father watched the road carefully. They looked for signs of Indians. Louise and her mother, sitting in the covered wagon, would look all around them as far as they could see.

"Are there any people living here, Mother?" Louise would ask sometimes.

"Not so far as I can see," her mother would say.

Early one day Mrs. Clark said, "Is that smoke I see, Father?" She pointed toward the hills.

Mr. Clark got up in the wagon and looked far off. "Yes, it is smoke," he said. "I don't know whether it is smoke from a cabin or from an Indian campfire. I hope it is smoke from a cabin."

"Make the oxen go faster, Father," Louise said.

"If only they would go faster," thought Mrs. Clark.

Slowly the oxen moved along toward the smoke. At last they could see what it was. It was a cabin! How happy everyone was!

The people in the cabin came out and talked with the Clarks. They asked them to stay and eat before going on.

Mrs. Clark thanked these kind people and said they would enjoy staying a little while.





Later in the day the men looked at the corn and the potatoes growing in the fields. The corn was getting tall, and the potato plants were large. It was early summer now. At noon the sun was high in the sky to the south. The family in the cabin were glad to have the long days with the hot sun to make the corn grow.

Then the Clark family went on. Mr. Clark looked at his map often.

One day he said, "We shall come to a village soon. The map shows the village of Newton on a river."



They were happy when they came to Newton village. They knew this would be the last village they would visit before they came to the place where their cabin would be built.

"We must buy enough food to last for a long time," said Mr. Clark.

All the Clarks went into a store, and Mr. Clark bought flour, beans, and other things. He knew it would be a year before they would have vegetables and grain in their fields. He knew also that Newton village was still very far from the land where their home would be built.

The children wanted to stay in Newton village. They liked to see the boats come up the river. A boat stopped at the village while the Clarks were there. People with their bundles and their bags got off the boat. They too were pioneers, but they had traveled by boat.

After a night's rest just outside the village the Clarks started off on the last part of their journey. The road was very narrow and rough. Tall grass grew on each side of the road. This was the country where many Indians had lived and raised corn. There were not many Indians here now. They had moved on as the white people came west.

At last the covered wagon came to the place Mr. Clark had marked on his map. It was in a little valley. There was a stream of fresh water, and there was fine grass for the oxen. Trees grew all around.



“This is the place,” Mr. Clark said. “Here is good land for farming. Here is a stream that will give us good water. Here are trees for building our house. This will be our farm. Here we shall make our home.”



### Thanksgiving

Everybody likes Thanksgiving Day. Below are two questions boys and girls ask about this holiday. You can find the answers in your book.

1. Who were the first people in America to have Thanksgiving Day?
2. Why did they have a special day for thanksgiving?

Read more about these people in other books. Find out where they came from and why they came here.




## Traveling Westward

Look at the map on pages 154 and 155. What does it show? Answer these questions:

1. How many ferryboats can you see?
2. What river flows through Newton?
3. Did the Clarks end their journey east or west of Newton?

## Your Pioneer Book

You made a class Indian book. Now begin a class pioneer book. Use an outline map of our country. Perhaps you can draw one. Draw little log cabins (  ) to show where the first pioneers lived.

Draw pictures of pioneer homes, furniture, and other things, and write stories about them.

Let your pioneer book and your map grow as you learn more about the pioneers who moved farther and farther west.

## Moving

You have read how the Clark family moved the long distance from the East to the West. Many people today move long distances. Perhaps your family has done this. Ask them how they moved. Find out the ways in which people move long distances today.

Compare the way the Clark family moved with the way people move now. Be sure to compare the stopping places, the roads, the food, and other things.

# A Pioneer Home

## Log Cabin Days

Mr. Clark wanted to build their home right away. The family had lived in the covered wagon for months. It would take a long time to cut down enough trees to build a good log cabin.

The family needed a place to live in while the good cabin was being built, so Mr. Clark with the help of his family built a small log house on the side of the hill. The small cabin had only three sides. The front was left open. The roof was covered with thick mats of sod, or grass, that had been dug from the ground. When it rained, animal skins were hung across the open side of the cabin.



A fire burned all night in front of the cabin to keep away bears and other wild animals.

Mr. Clark began right away to make plans to build a larger cabin. He knew that the family wanted to have a real home.

"We could live in the little cabin for one winter," said Mrs. Clark. "It is a better home than many pioneer families have had. I heard about some pioneers who went farther west where there were few trees. They made their homes of sod. I think a log cabin is better than a sod house."

"I want to start our larger cabin now," Mr. Clark said. "If anything happens so that we cannot get it built before next winter, we shall have to live in the little cabin for one winter."

Mr. Clark started to build the cabin. John helped his father cut down trees and smooth off the logs for the cabin.

"We will split some of the logs in two," John's father said. "Then we can smooth them off on the flat side for the cabin floor."

The Clarks soon found out that they had neighbors. Other pioneers had come out this way before them. Some had built homes only a few miles away. When the neighbors heard that Mr. Clark was getting logs ready to build his cabin, they came one day to help him.

"We will help you," they said. "It will not take long to get the logs ready and to build the cabin."

# Building the New Cabin





The neighbors were a great help. They cut notches at the ends of the logs. Then they placed one log on top of another. The notches at each end made the logs fit together well.

The four pictures on page 174 show how the logs were cut and notched and how the log cabin was built.

"Our cabins are better than the cabins the first pioneers built," one of the men said. "They stood logs on end in the same way some of the Indians made their houses. Our log cabins are better, because the logs fit together better."

The women and the children had come with the men who were helping Mr. Clark. While the men were building the cabin, the women were busy getting food ready.

At noon the men, women, and children sat down to a fine meal. They had bear and deer meat and wild turkey, which had been cooked over the open fire. There was corn bread, and there was white bread that a neighbor had brought. There were many other good things to eat.

It did not take the men long to build the cabin. Before the day was over, the logs had been put in place. Openings were left for the door, a window, and a fireplace. Just before the neighbors started for home at the end of the day, they sang songs and danced.

After the logs were in place, there was other work for the Clarks to do. There were open places between the logs, which Louise and John filled with wet clay.



Mrs. Clark and the children helped Mr. Clark build the fireplace. They built it with stones and used wet clay between the stones to hold them together.

Boards were cut from logs to make the door. A big bearskin was hung over the opening for the window. When there was time, Mrs. Clark rubbed animal fat into paper so that the paper could be used for the window. Some light will come through paper that has been rubbed with fat.

John and his father made beds for the cabin. Poles were used to make the frames of the beds, and branches were put across the poles and fastened with bark.

John helped his father make a table and chairs. They cut a log about as long as they wanted the table to be. Then they split the log into three pieces. The piece with two flat sides was used for the table top.



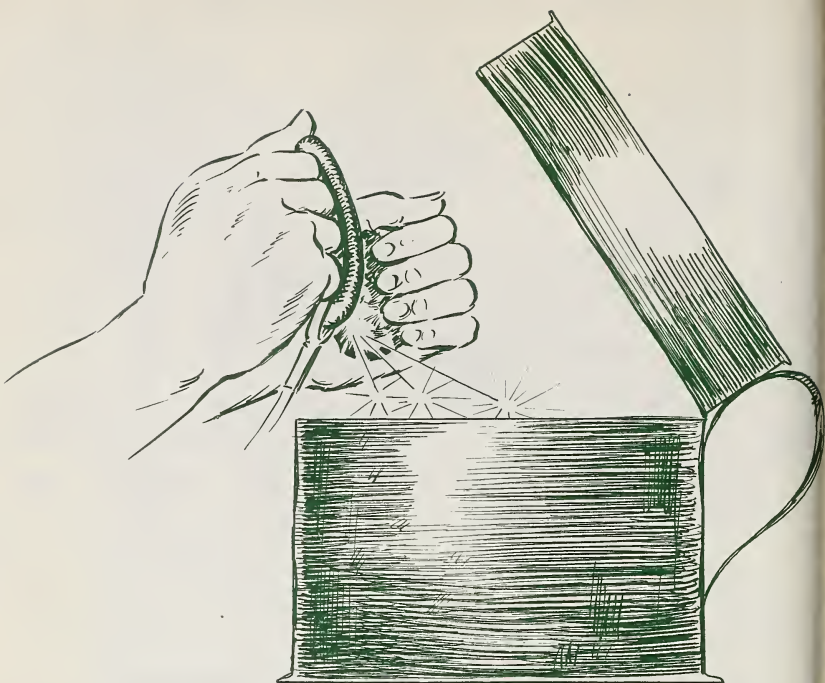
Next they made it very smooth and rubbed it with the fat of bear meat. The table legs were made from other parts of the tree. The chairs too were made of logs and smaller parts of trees.

With pieces left from the table Mr. Clark made shelves for the cabin. The shelves were fastened at each side of the fireplace. Then Mrs. Clark put her dishes on the shelves.

The Clarks liked the way their cabin looked.

### Keeping the Pioneer Home Light and Warm

It was a happy time for the Clarks when the fire was started in the new cabin for their first meal there.



Mr. Clark started a fire in the fireplace in a way he had learned from his grandfather.

He struck a piece of hard stone, called flint, very fast with a piece of steel. When the flint was struck by the steel, sparks went into a tinderbox, which had pieces of old cloth, or tinder, in it. Tinder is the name for anything which burns quickly. The sparks started a fire in the tinder in the tinderbox.

Then Mr. Clark lighted a little piece of wood with the fire in the tinderbox and put it under the wood in the fireplace. Soon the fire was burning brightly.

At first the fire in the fireplace was used for light



as well as for cooking and keeping the cabin warm. The Clarks had only a few candles, which they had brought with them from the old home. When these were gone, Louise and her mother made more candles.

Some of the candles they made were "dipped" candles. They were made from the hard fat of animals. This hard fat is called tallow. To get the tallow, the fat was put in kettles of water over a fire. When the tallow was hot, it came to the top of the water. Then Mrs. Clark could take it off and put it in a smaller kettle.

Next two long poles were placed between chairs. Sticks were placed across the poles to make what looked like a ladder. Pieces of wick were fastened to the sticks and were dipped into the hot tallow. After a coat of tallow was hard, the wick was dipped again. This was done over and over until the candle was large enough to use.





It took a long time to make one dipped candle. So Louise and her mother liked to make candles in a candle mold. This was a quicker, easier way.

First a knot was made at one end of a wick. Then the other end of the wick was put through a hole in the bottom of the candle mold. This end of the wick was fastened to a little stick across the top of the mold to keep it in place.

Hot tallow was put around the wicks in the mold. Then it was left to get hard in the candle mold. Later the candles were pulled out of the molds and stored away. Many candles would be needed to light the cabin during the long winter nights.

Sometimes the pioneers used clay lamps. These were little clay bowls with wicks in them. The fat of the bear's meat could be made ready to burn in these clay lamps.



### Help to Make a Story

When people live where it is cold in the winter, they must heat their homes. Below is a little story about the way homes are kept warm during cold weather.

Some of the words are missing. From the words below choose the ones that will fit into the blanks:

fireplace, cold, heat, stove,  
summer, furnace, open fire

When it is (?), people must (?) their homes. The Indians heated their homes with an (?). The first pioneers used only a (?). Today we often heat a whole house with a (?).

### Indian and Pioneer Words

The words below are in the story you have just read. The pioneers knew about all of these things, but the Indians did not know about all of them. Which ones did the Indians know about?

steel, sod, tinderbox, flint, tallow, clay lamps

# Busy Pioneers





# Busy Pioneer Days

## In the Winter

The Clarks knew that it would soon be winter. The days were not so long now. The air was colder. In the mornings they would sometimes find ice on the water in the pails outside the cabin.

The Clarks' cabin was a warm, pleasant home for them, and they were glad to be in it. But Mr. and Mrs. Clark were not sure that they had enough food for the long winter.

To get more food, Mr. Clark and John went hunting. They were gone over a week. When they came back, they brought with them the meat and skins of a deer and a bear. They had the skin of a wolf too, and they had three wild turkeys that they had killed.

Part of the meat they smoked just as the Indians had smoked theirs. Some of it they dried and covered with salt. Some of the smoked and dried meat was stored in holes in the ground.



Mr. Clark knew that he must go back to Newton village for other food before winter came. One morning he and John started out in the wagon. They made camp each night. It took them two weeks to get to Newton.

John and his father took a fine deerskin and a large, soft bearskin to the store. They traded them for flour, corn, and sugar. They also got some cloth and gunpowder. They needed the gunpowder in order to shoot more animals for food and clothing.

Now we pay money for the things we buy at the store. In the early pioneer communities money was not used very much. The pioneers traded animal skins for the things they bought. The man in the store could send the skins back east and sell them for money. He was always willing to trade with the pioneers.



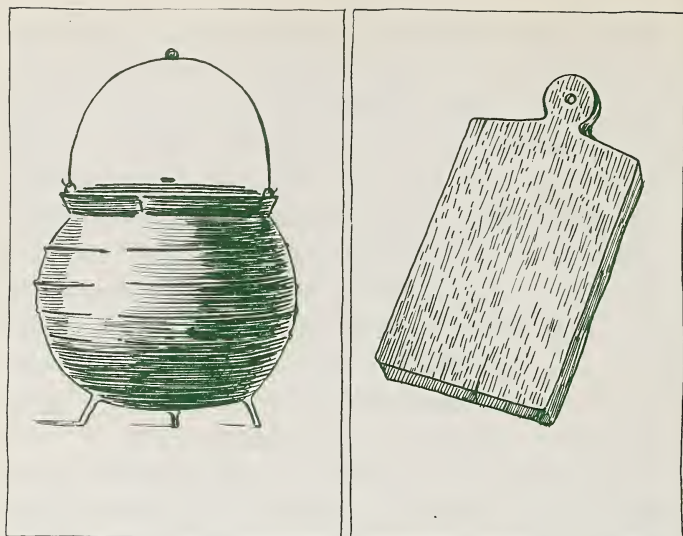
This kind of trading — barter, as it is called — is a very old way of doing business. The Indians bartered, that is, they traded with one another. Long ago, before anyone had thought of money, people traded with one another. Sometimes they traded what they made. A man who could make hats would trade with another man who made blankets.

Barter was a good way for the pioneers to do business. They did not have much money, but they could go into the woods and get animals. They would skin the animals and trade the skins at the store. The man at the store was glad to have the skins to sell.

As money came to be used more, people did not need to trade goods. A man who made shoes could sell the shoes for money. Then he could take his money and buy blankets or anything else he needed. Using money is a better and quicker way of doing business. Where many people live in a community, it would be very hard to do business by barter.

The first snow came a few days after John and his father got home from Newton. Winter had come, but the Clarks were ready for it. They had enough food for their first winter in their new home.

Mrs. Clark cooked many good things to eat. When she wanted to make bread of wheat flour, she used a baking kettle. This was a large iron kettle with a cover. It had iron legs. Mrs. Clark put her bread in it and placed the kettle over the hot coals. Then she put hot coals on top of the kettle.



Sometimes Mrs. Clark made johnnycake, which is made of corn meal. She mixed it on a board about two feet long. The board was placed against a log in front of the fire until one side of the cake was baked. Then the board was turned so that the other side of the cake would bake.

Louise helped her mother cook. She helped with the sewing too. Mrs. Clark made dresses from the cloth John and his father had brought from Newton village.

The winter days were also busy ones for John and his father. There was so much snow that they had to dig their way through the snow every morning to feed the oxen, the cow, and the chickens.





They cut logs for wood to burn in the fireplace. They brought the logs home over the snow. Sometimes, if the snow was not too deep, they went hunting.

Most of the winter days John and his father worked in the cabin. Mr. Clark made more chairs and other things that were needed. John cut dishes from maple wood. The wooden dishes were not perfect, but Mrs. Clark was glad to get them.

### In the Spring and Summer

The winter was long and cold, but at last it was nearly over. The sun was coming up earlier in the east. It went down a little later each evening in the west. The days were growing longer and warmer. The Clarks knew that it would soon be spring.

When the snow began to go away, it was time to get the new land ready. Mr. Clark and John cut down the trees on a piece of land and burned the brush. On this piece of land they would have a vegetable garden and raise the grain they wanted.

In some places the ground was very hard. It was not easy for the pioneers to get it ready for planting. Many of the early pioneers had only hoes and shovels to dig the ground. John and his father had the plow they had brought from the East.

When the ground was ready, John helped his father plant the seeds. Each day Louise brought their lunch.



Louise thought spring was very beautiful in this new part of the country. The air was filled with the smell of the flowers, and the birds were singing their songs.

"I should like to stay out of doors all day long," Louise said to her mother one evening. "Everything is so beautiful."

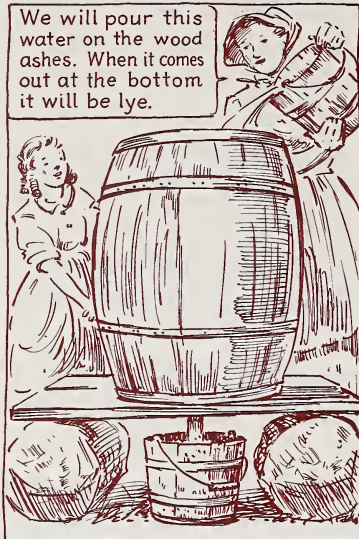
"Soon you will have to stay out of doors all day long," said her mother. "The garden and the corn-field must be watched."

When the corn began to come up, John and Louise watched the field to keep away the birds and squirrels. Birds and squirrels would pull up the little corn plants and eat the seeds. As the corn grew, John and his father used hoes to take out the weeds. Louise brought water for John and Mr. Clark to drink.



# Making Soap

We will pour this water on the wood ashes. When it comes out at the bottom it will be lye.



We will save this fat to make soap.



We will now take the lye and the fat that we have saved and boil them together. They will make a thick brown mixture.



When we pour the brown mixture out in tins, it will harden. Then we can cut it into cakes of soap.





In the early spring Louise helped her mother make soap. All winter they had saved ashes from the fireplace and put them in a barrel. There was a hole in the bottom of the barrel.

Each day they put some water on the ashes. The water ran through the ashes and out of the hole into a pail. This water was called lye. When the pail was filled, the lye water was put in a barrel.

In the spring Louise and her mother built a fire out of doors. They put the lye water in an iron kettle. Then the tallow and other fats which had been saved were put in the kettle. The fat and lye water were boiled together until they were thick and brown. In this way soft soap was made.

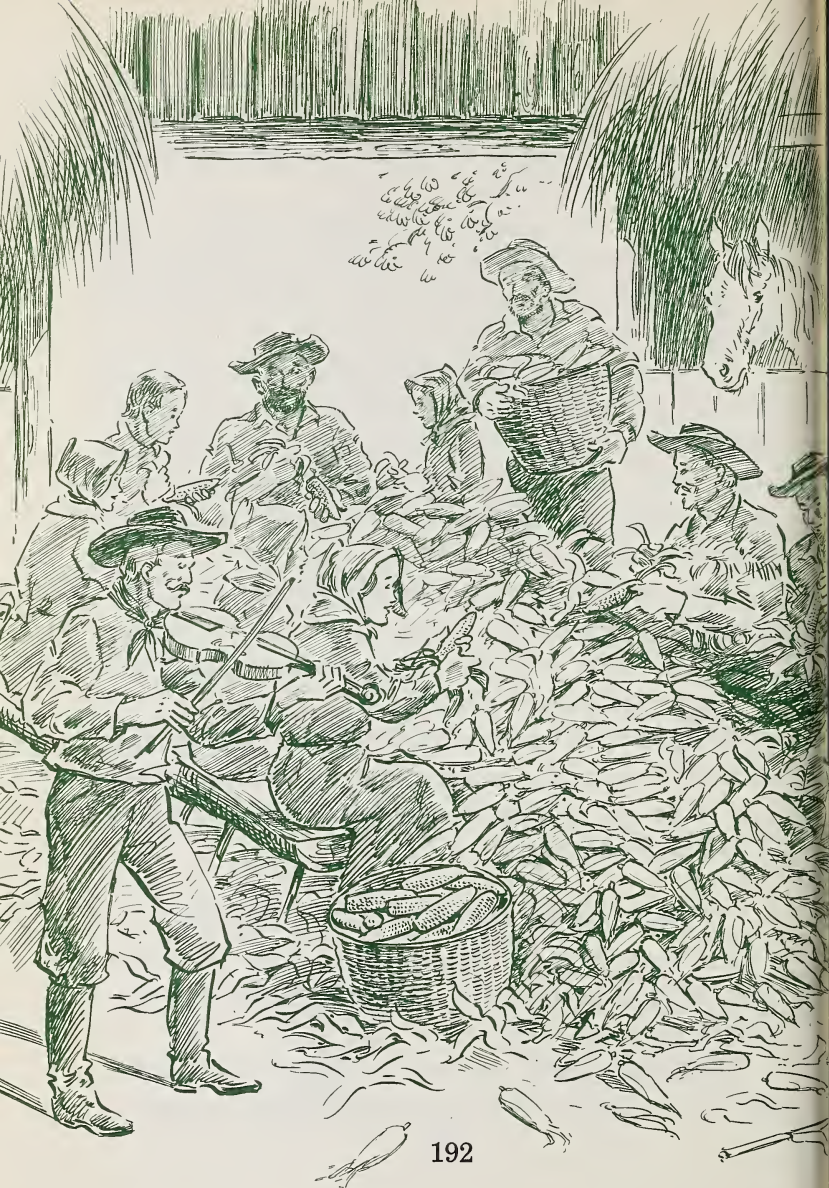
In the summer the days and nights were very warm. There was rain enough for the crops. The vegetables grew well in the good soil. The pioneers raised beans, potatoes, and other vegetables.

All summer long there was work to do in the garden. When the vegetables were ripe, they had to be gathered, and when the wild fruits and berries were ripe, the pioneers picked them.

### Pioneer Living Becomes Better in the Fall

The busy days of summer went very fast. The days were not so long now. It was fall again and time for the harvest.

The pioneers took the ears off the cornstalks. The ears were taken to the barn with the husks on them.



Then the husks had to be taken off the ears of corn. When a pioneer farmer had all his corn gathered into the barn, he sometimes asked his neighbors to come to a husking bee.

At a husking bee all the neighbors would gather in the barn and husk the corn. Everyone tried to husk the fastest. The men did most of the work, but some of the women and children helped too.

After all the corn had been husked, there was a fine meal. Then the children played. The men and women sang songs and danced. They all liked to see the harvest come, for they had good times at the husking bees.

After the corn had been husked, the grains were taken off some of the cobs. Everyone in the family helped to take off the grains of corn in the evenings and on days when it rained. These grains of corn were to be ground into corn meal.





At first Mrs. Clark ground the corn at home. She used a tree stump with a hollow place in it. She put the corn in the hollow. Then she fastened a stone to the branch of a small tree near the stump. The stone was moved up and down and around and around in the hollow until the corn was ground fine.

This was slow work when there was much corn. So Mr. Clark began to take the corn to a mill near Newton, even though it was far away, to have it ground into corn meal.

The mill was not like our mills now. It was only two large round stone wheels, one on top of the other. A long handle was fastened to the top stone. The corn was placed between the stones, and the handle was pushed to make the top stone go around. Sometimes a horse was used to pull the handle and the stone. As the horse walked around and around, he pulled the stone which ground the corn to corn meal.

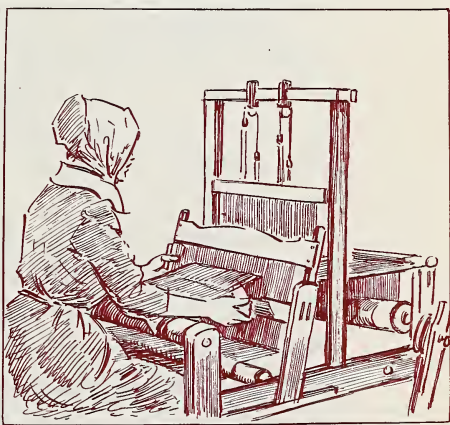
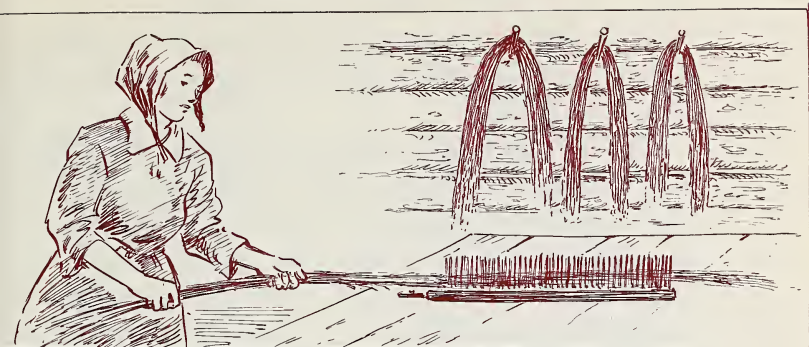
### Making Cloth and Clothes

After the first summer in the new home Mrs. Clark began to make cloth for clothes. She used the flax plant to make linen cloth. When the flax was dry, she made it into linen thread on the spinning wheel she had brought from the East. Then she made the thread into cloth. She colored some of the cloth with colors from plants, just as the Indians did.

Mrs. Clark was thinking about cloth for winter too. "Linen cloth is good for summer," she said.



# Making Linen Cloth



“But in the cold wintertime we should have woolen cloth. I wish we had sheep so that we could get our own wool for cloth.”

Mr. Clark decided to buy a few sheep, and made the long trip back to Newton. Mr. Clark could see how fast Newton was growing. It was only a village when the Clarks had stopped there when they had come to the West. Now it was a busy town. In Newton Mr. Clark bought the sheep.

Louise was happy when she saw the sheep in the wagon. “Now I can have a woolen dress,” she said.

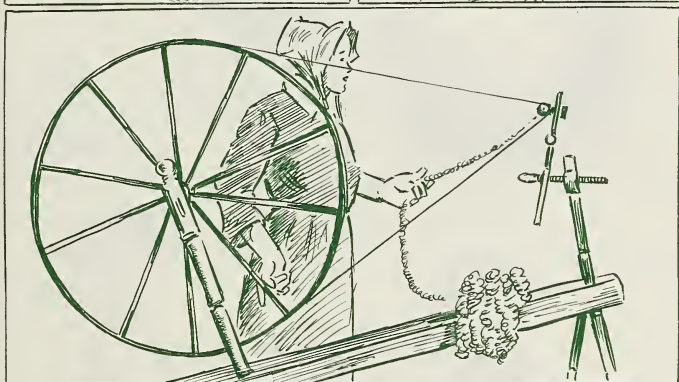
“I hope you will,” said her father. “I shall have to build a place where the sheep will be safe from the wild animals. We do not want a wolf to get any of our sheep.”

The Clarks had to do many things to the sheep’s wool before it was ready to be made into cloth. First Mr. Clark cut the wool from the sheep’s back. He did this in the spring. Then Louise helped her mother wash it, brush it, and spin it into woolen thread on the spinning wheel. Next they wove the woolen thread into cloth on the loom. The woolen cloth made fine warm clothes.

Mrs. Clark also learned to make clothes of the skin of the deer. The Indians had always used deerskin for clothes. It was beautiful and soft and strong. Mrs. Clark used deerskin to make clothes for John and his father.

Mr. Clark dried the skins of the deer in the sun.

# Making Woollen Cloth





# Preparing Deerskin for Use





To make them soft, he first put them in lye water. When the skins were clean, he covered them with a fine powder made from oak bark. The skins were left for a long time with this powder over them.

Then Mr. Clark pulled the skins many times across a board. Next, bear's fat was rubbed into the skins. At last they were soft and ready to be made into clothes and shoes.



### Can You Read Pictures ?

Look at the picture on page 188 and answer these questions:

1. What is Mr. Clark doing?
2. What is he using to help him in his work?
3. How can you tell that Mr. Clark lived many years ago?

Now look at the picture on page 13 and answer the questions below. You will see that this man is also a farmer.

1. What is he doing?
2. What is he using to help him in his work?
3. How can you tell that he is a farmer of today?

Who could get more work done in a day, Mr. Clark or the other man? Why?

## Keeping Food

There are four well-known ways to keep food. These ways are: drying, canning, smoking, and cold storage.

1. How many of these four ways did the Indians use for keeping their food? What were the foods?

2. How many of these four ways did the pioneers use? What were their foods?

3. How many of these four ways did the Fuller family use? What were their foods?

## What Is Wrong?

Something is wrong with each of the sentences below. What is wrong in each one? Give your reasons.

1. He bartered with the man by giving him a good knife and a dollar for the shoes.

2. The hunter liked plenty of gunpowder in his johnnycake.

3. Lye was always put on new land after it was plowed.

4. The husking bee hides its honey in a tree.

5. Trading is not a way of doing business.

## The Seasons

Your story tells about the seasons where the Clarks lived. Talk over these questions in class:

1. What are the four seasons?

2. What other word means the same as fall?

3. Are the seasons alike everywhere in our country?

## A Pioneer School

"It is not right that John and Louise are not going to school," Mrs. Clark said to Mr. Clark one day. "I wish we had a school here."

"Our neighbor, Mrs. Hill, said she would teach John and Louise," Mr. Clark said. "She told me she would have school in her cabin for the children around here."

"That would be all right," said Mrs. Clark. "But I think we should have a real school in a schoolhouse. I wish we could build a schoolhouse where it would not be too far away for the children of all the people who live around here."

"I will talk to our neighbors about it," said Mr. Clark. Neighbors did not mean just people who lived right next door. Pioneer neighbors often lived many miles from each other.

That winter, when he was not so busy as at other times in the year, Mr. Clark went to see his neighbors. He talked to them about a schoolhouse.

"I will give the land for the schoolhouse," said one of the neighbors. "I think my land is just about in the center for the people who live around here."

At last plans were made to build. All the neighbors helped to get the logs ready, and one day they built the schoolhouse. On the outside the schoolhouse looked like any other cabin. It had one room, a wood stove, a door, and windows.





In the schoolhouse there were benches on two sides of the room for the little children. These benches were made of logs that had been smoothed off. The benches had no backs.

On another side of the room was a long shelf. There was a bench in front of it for the older children. When they needed to write, they turned around and used the shelf.

The teacher sat in the center of the room.

The school day was long. Sometimes it started at seven in the morning. The children went home at six in the evening.

In the first pioneer schools there were few books, but the children read the books they did have very carefully. Sometimes the children brought books from home to school.

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LESSON XXXIX.

Robert	tur-tle	treat-ment	an-i-mals
be-sides	stretch	squeam-ish	diff-er-ence
no-tions	nei-ther	scram-bling	re-mem-ber



THE TUR-TLE.

*Samuel.* Now do not do that, Robert!  
Do turn him over!

*Robert.* For what? It does not hurt him to lie so.

*Samuel.* Does it not hurt him, Robert?

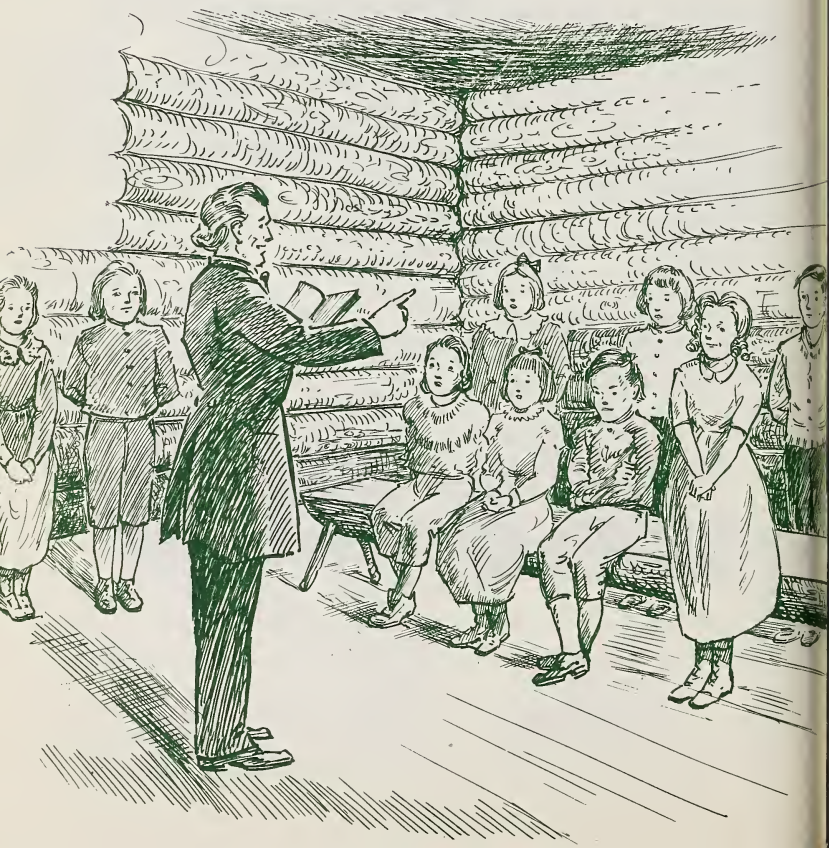
*Robert.* No, it does not. How can it?

*Samuel.* Why, if it did not hurt him, why should he stretch out his long neck.

Nearly every day the children stood up and had a spelldown. If a child could not spell a word, he sat down. The last one standing won the spelldown.

At noon the children ate their lunches in the school-house or out of doors. Then they played for a while. When the teacher called, "Books! books!" the children ran back to school.

Each evening the teacher went to the home of a pupil. He took turns staying at the different homes.



The fathers and mothers gave him his meals and a place to stay, and in this way they partly paid him. The teacher got a little money too for his work.

The schoolhouse was the only building in the community that was owned by everyone.



### A Picture to Read

Look at the pages from an old schoolbook, shown on page 203. Then answer these questions:

1. Would you have liked to study from a pioneer schoolbook? Why?

2. Tell some ways in which a pioneer book was different from the books you use.

3. Pioneer children had very few books. We have many. Why is it good to have many books?

### Thinking About School

Do you think the pioneer boys and girls liked to go to school? Did they enjoy their play and their lessons as much as pupils do today? Be ready to tell the class your reasons.

### A Spelldown

Play that you go to a pioneer school. Hold a class spelldown. Use the words that are in the back of the book and as many other words as you need.

## Building the Church Together

Mr. Clark was a useful man in the community. He was always thinking of what he and his neighbors could do to make the community better. He had helped the community to have a school.

One Saturday Mr. Clark called a meeting at the schoolhouse. All the people from the valley were there. He had asked them to come to talk about something very important.

Mr. Clark stood up. "I have asked you to come," he began, "because some of us think there is something that our community needs. We have built our homes. We have cleared our land. We have built a school. Now we think it is time to build a church.

"We have always had church services in our community. At first we held them in some family's cabin. Now that the schoolhouse is built, we meet here. But, with so many families coming here to live, we need a real church.

"Our church will not be like the churches back east. We shall have to make our own furniture. The church will have to be a large log cabin.

"A log cabin church can be a good church. The building is not the most important thing. It is the way people feel.

"God has been good to us. He has brought us safely through our long journeys. He has given us this fine land. He has protected us from wild animals.



"We thank God for all these things. We can show our thanks by building our church. I should like to know what you neighbors think."

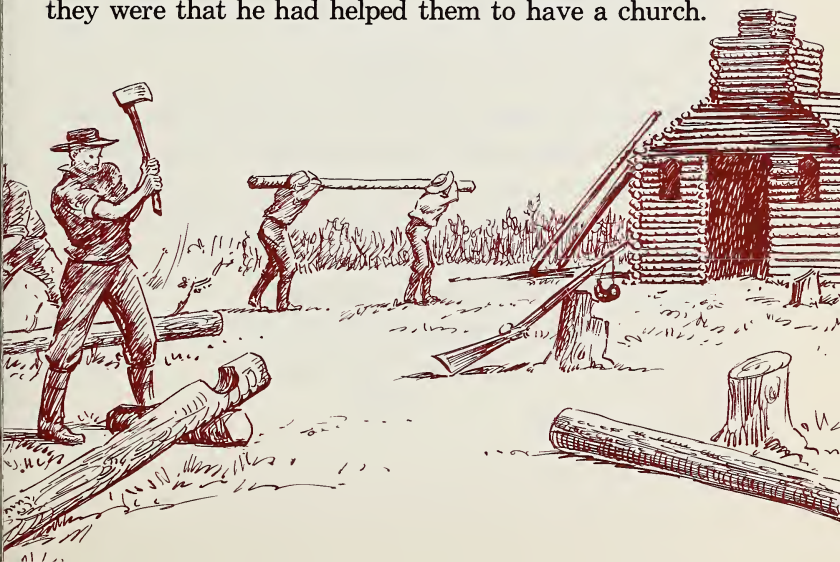
There was much talking. Everyone wanted a church. Everyone wanted to help.

One man owned a piece of land near the school. "I will give the land for the church," he said.

Many men said that they would cut logs and bring them to the place. Other men said they would give a day's work every week until the church was built.

So a few days later the pioneer church was started. Men came from many miles around to work on it. They cut and placed the logs carefully. Their church was only a log cabin, but they would make it the finest log cabin in the valley.

Services were held the first Sunday after the church was built. All of the pioneer families came. They were all very happy. They told Mr. Clark how glad they were that he had helped them to have a church.



"I did not do much," Mr. Clark said. "We worked together to build this church."

"Yes, but you thought of it first," one man said. "You are one of our leaders. A community is good only if it has good leaders."



### Working Together

There are some things which people would not have if they did not work together to get them. A few of these things are churches, schools, and libraries.

Which of these sentences are true?

1. Communities have libraries so that the people can read more books.
2. The schools are paid for entirely by gifts.
3. Churches help to make a community a better place in which to live.

### Leaders

Every community must have good leaders. Your school is a community and it must have good leaders.

Below is a list of things that can be said about a good leader. How many things can you add?

1. A leader is kind.
2. A leader works hard.
3. A leader is friendly.
4. A leader listens carefully.

# The Pioneer Communities Grow Up

## More Neighbors

A few years after the Clarks came west something happened that pleased them very much. A new road was built. It ran by the Clarks' home. Every year more covered wagons went by their cabin. The wagons always stopped, and the people got out to rest and to talk with the Clarks.

"Why don't you build your home here?" Mr. Clark would ask.

"This part of the country is growing fast," the new people would say sometimes. "We want to build our home where there are not so many people. The Indians have moved farther west and should give us no trouble. We have heard about good land farther west."

Before going on, these pioneers would tell the Clarks about the country through which they had traveled. They said that traveling was becoming easier. The narrow, rough roads over which the Clarks had traveled several years before were better roads now. The government was helping to make the roads wider and smoother.

More and more pioneers were moving from east to west. So money was voted by the government of the United States to make some of the roads better. Roads were built farther and farther west in the United States.



Traveling over the better roads was easier and faster. Many covered wagons pulled by horses went as far as twenty-five miles in a day.

Now and then a pioneer came alone on his horse. He looked over the land. The government gave land to pioneers if they would live on it for five years. The government wanted our country to grow. A piece of land given to a man by the government was called a homestead.

### The Store and the Mills

One day a pioneer family came along and stopped near the schoolhouse. The father of this family had kept a store in the East. He thought this would be a good place to start a new store.



He built a cabin and put shelves all around the inside. Then he went to Newton and got sugar, cloth, nails, and many other things to put in his store.

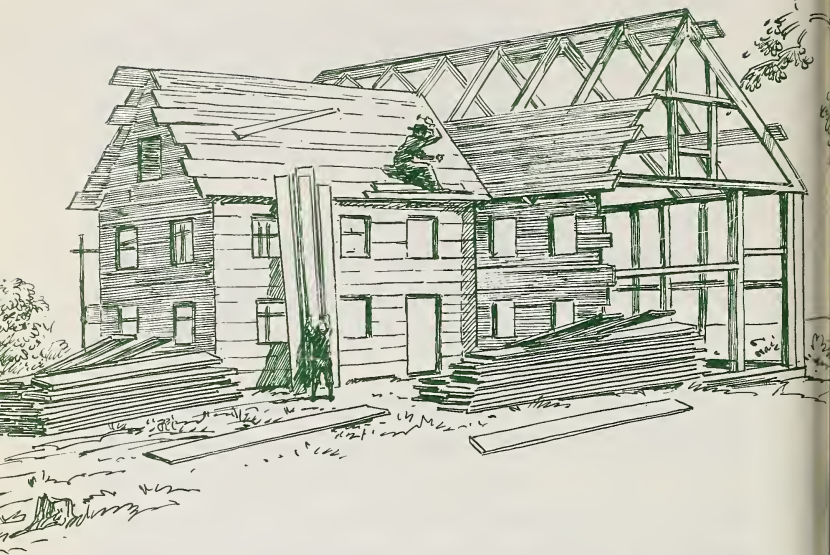
The neighbors could now buy the things they needed without going to Newton for them.

Soon another man built a mill near the store. He ground the corn and wheat that the farmers brought to his mill.

The men who had the store and the mill built homes for their families. Soon a little village grew up around the schoolhouse. Other stores were built. Other people came to live in the village. They gave the village the name "Pleasant Valley."

One day a man came to see Mr. Clark. This man thought it would be a good idea to build a sawmill in the village. The sawmill would cut the logs into boards, and the boards could be used to build better houses than the log cabins. Mr. Clark liked the man's idea and helped him build the sawmill.





When the sawmill was ready, John and his father cut down trees and brought them to the mill to be made into lumber. With this lumber the Clarks built a new house on their farm. It was a very good house. It had eight rooms. It had an upstairs, where the bedrooms were. Mrs. Clark was glad to have a real house with more rooms.

The sawmill was busy every day, making lumber for the new people who were coming to the valley. These people built homes on the farms and in the village.

## The Stagecoach and the Railroad

John and Louise made many friends as more people came to live near them. John showed some of the new boys the good places to swim and fish in this part of the country. Louise met many new girls. They told her about the way they had lived in the East. Louise told them about her earlier pioneer days in the West.

After a while a stagecoach began to run by the Clarks' house. Louise and John were older now, but they were not too old to like seeing the stagecoach go by. Often they would wave to the people in the stagecoach.



While the covered wagon was still used by some people, most people now traveled west in the stagecoach. It was faster and easier to travel by stagecoach than in a covered wagon.

John and Louise began to wish that their cousins would come to visit them. They had not seen their cousins since they had left the East.

"Do you think they would come on the stagecoach, Father?" John asked. "Aunt Mary said she would never ride so far in a covered wagon, but I think she would like to ride in the stagecoach."

Mr. Clark laughed. "I know something your aunt would like even better than the stagecoach," he said. "If she waits a little while, she can come on the train."

"The train?" John asked. "Is it true that the railroad is coming to Pleasant Valley? The boys were talking about it at school. Some of the new boys have seen a train. I never have seen one."

"You will see a train before long," his father answered. "They have already built the railroad as far as Newton. Before next winter you will see the tracks going through our farm."

In a few weeks men came to lay the tracks for the railroad. Mr. Clark let them put the tracks across his cornfield. Every day John and Louise watched the men working.

At last the tracks were ready. It was a great day for Pleasant Valley when the first train came through.





All the people in the train waved to the people they saw along the way.

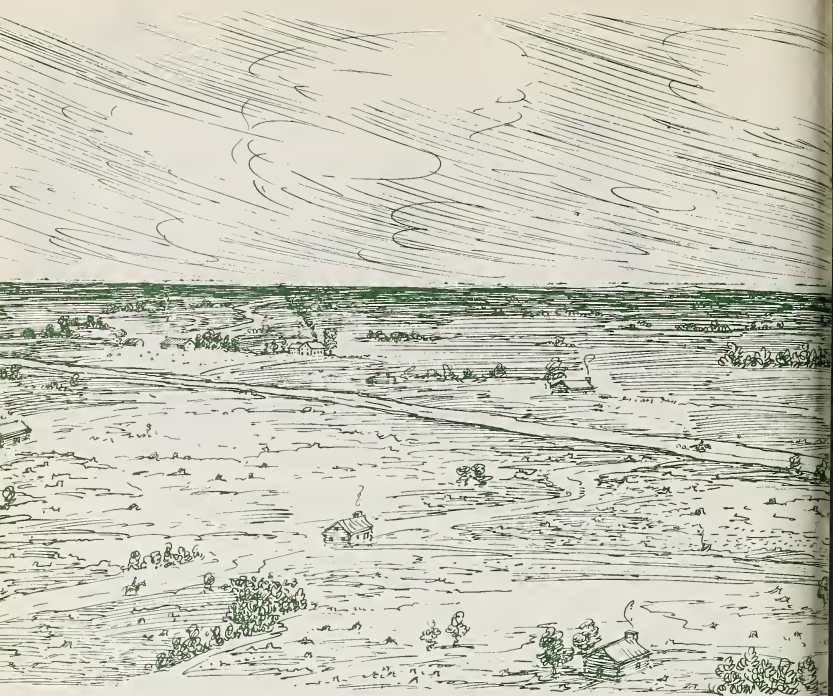
Aunt Mary wrote that she and her two boys were coming on the train. They would come for Thanksgiving Day.

The day before Thanksgiving the Clarks went to the Pleasant Valley station to meet Aunt Mary and the boys. The boys were nearly as tall as John.

Aunt Mary looked around. "I am surprised!" she said. "I see a real village, with stores and houses and a church and a school. It is like the village at home, but it is newer and cleaner. I did not think Pleasant Valley would be so big."

Mr. Clark laughed. "What did you think you would see?"

"I thought I would see only log cabins and Indians and bears. I was almost afraid to come," Aunt Mary answered.



“The Indians are gone,” John said. “They have gone still farther west. There are bears in the woods, but they will not come near you. We have a fine new house, with rooms upstairs.”

The Clarks helped their aunt and cousins into the wagon and drove from the station in Pleasant Valley to their home. They drove along a good road. They went by neat houses built of wood. They saw fine fields on both sides of the road. The corn had been gathered. The apples had been picked from the trees.

“Why, this is the finest country I have ever seen!” said Aunt Mary. “It is better than our farm land at



home. I am sure it must be a good place to live."

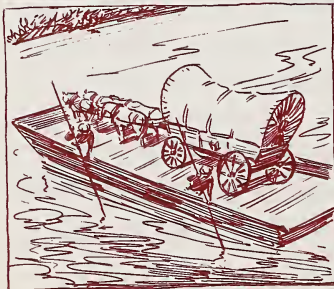
John and Louise looked at each other. Their aunt had said she would never come to this wild country, where there were Indians and bears. But now that she could see what the pioneers had done, she thought it would be a good place to live.

"I hope our cousins come here to stay," John said to Louise later. "I would like to have them living near us."

"I would too," said Mary. "The cousins of some of our friends came west with them, but our family came west all by itself."



# Travel Then and Now







## WHAT HAVE YOU LEARNED SO FAR?

### Let's Draw Maps

1. Ask your teacher to draw on the blackboard a map of your schoolroom. A large square can be used to show the teacher's desk. Smaller squares can be used to show pupils' desks. Circles can be used to show seats. Help your teacher make the map by telling her where certain things should be marked on it.

2. Now draw on paper a map of the inside of the pioneer school. Follow the map on the board and also the picture on page 202. Do not draw pictures. Use squares, straight lines, and circles to show the desks, benches, stove, and other things.

### Why?

In your stories of the pioneers you have read about a sawmill and a homestead. Here are two questions about them. Think out the answers.

1. Mr. Clark could buy the lumber for his house because the sawmill was near by. Why can you buy lumber today even if you do not live near a sawmill?

2. Our government gave away homesteads, or free land, to many of the pioneers. Why do you think the government did this?

## Which Came First?

During the many years that have passed, people have used different ways of going from place to place. First they used one way. Then they found a better way, and then a still better way. Here are some of the ways people have used for traveling:

boat, automobile, stagecoach,  
railroad, airplane, walking

On a piece of paper make a list of these words. At the top of the list put the way that was used first. It will be number 1. Under it put the way that people next used to go from place to place. It will be number 2. Be sure that the newest way to travel is at the bottom of your list.

## A Pioneer Show

Many of your parents have candle molds, dishes, tinderboxes, spinning wheels, and other things that pioneers used. If you do not have these things at home, perhaps your grandparents or your friends have them. Find out all you can about them. Bring them to school if you can and arrange them on tables. Label each article.

Invite your parents and school friends to your show. Be ready to tell your visitors all about the pioneer things that you have brought from home or that you have made in school.

# A Grown-Up Community



## HAS YOUR COMMUNITY CHANGED?

What does your community have? You have learned many things about Indian and pioneer communities of long ago. Maybe you have found out how your community began. What does it have now that it did not have when it was just beginning to be a community?

What helped to bring new things to your community? Why were they brought? In what ways did machines help your community to grow?

Is your community a better place to live in than when it was smaller?

Do people who do not live there believe you have a good community?

In what ways can your community help to make the world better? How can you help?



## A Letter from Newton

Jack and Mary turned the last page of Mother's little book about pioneers.

"It was a good story," said Mary.

"Yes, it was," said Jack. "Mother, may I take the book to school?"

"Yes, Jack, you may if you wish," answered his mother.

Jack's teacher thought the little book was good too. She had Jack read parts of it to the other children. When the children gave a pioneer play on the last day of school, they made their stage look like the inside of the Clarks' cabin.

The week after school ended, the mailman brought a letter. It was from Aunt Alice in Newton. This was the same Newton Jack and Mary had read about in the little book. Now it is a big city.

"We have just moved into our new house," Aunt Alice wrote. "It is a large house, with room for everyone. Uncle William and I should like to have all of you come for a long visit with us."

A farm is a busy place in summer. Mr. and Mrs. Fuller could not leave their work for a long visit. But they said that the children might go at once. Then Mr. and Mrs. Fuller would visit for a few days when it was time to bring the children home.



Jack and Mary were very happy to know that they were to go by train. Father took them to the station in Pleasant Valley. Mary and Jack started on their first train trip.

Mary sat by the window. It seemed as if the farms and villages were flying by the train. Looking out of the train window was so much fun that the trip did not seem long.

"Here we are," Jack said. "The train is getting ready to stop. We are in Newton!"



### Let's Give a Play

Everyone in the class could work together to write and give a play about the pioneers or the Pilgrims.

First decide what you want your play to tell. Then decide how much should be told in each part or act. Next decide on the characters, or people, who will be in the play. Then write your play.

Choose the best readers for the speaking parts. Some boys and girls can help with the stage. There will be something for everyone to do. If all co-operate, the play will be a good one.

### Giving Directions

Someone has asked you the way to the railroad station or to the store nearest your home. Tell or write as clearly as you can the directions you would give him. Would it be good to tell him to go north or south or east or west? Why?

### Let's Take a Trip

There is always more to be seen every time you go to the museum. Plan to go to see the pioneer things. But before you go make a list of the things you would like to see or expect to see. Write down a few good questions you would like to have answered.





## A City Station

When Jack and Mary came through the gates in the Newton station, they saw Aunt Alice waiting for them. Cousin Bill was not with her.

"Bill had to go to a Boy Scout meeting," Aunt Alice said. "He will be home by the time we get there. I have a surprise for him. Today is his birthday, you know."

"Yes, we know. We have brought him a present," Mary said. "What is the surprise you have for him, Aunt Alice?"

"You will see." Aunt Alice took the children to the waiting room of the station. "The surprise is coming on a train that will not be here for an hour. I thought we would wait for it."

"Oh, yes. I would like to," Jack said. "I have always wanted to see a big railroad station. May we spend the time looking around?"

"Yes," Aunt Alice said. "First we will leave your bags at the check room. Then we can walk around and see the station."

They gave their bags to the man in the check room. He would take care of them.

"What a big station this is!" Jack said as they walked on.

"Yes, many trains come into Newton," his aunt answered. "The station has to be large to take care of all the people."

**WESTERN RAILWAY EXPRESS**

**Newton**

FROM \_\_\_\_\_  
STREET ADDRESS \_\_\_\_\_  
CITY AND STATE \_\_\_\_\_

To \_\_\_\_\_  
Street and No. \_\_\_\_\_ Apt. No. \_\_\_\_\_

City \_\_\_\_\_  
State \_\_\_\_\_  
Value \$ \_\_\_\_\_ Date of Shipment \_\_\_\_\_

The station was a busy place. People were buying tickets, asking about trains, and looking at timetables and maps.

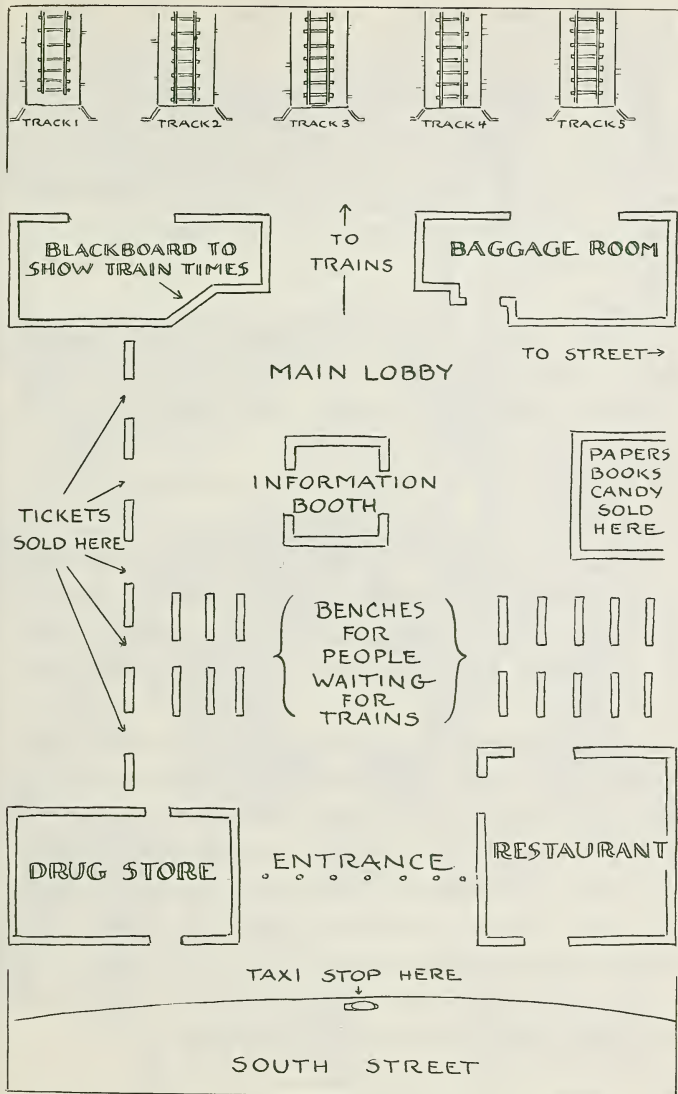
"Let's see if the four o'clock train is on time," said Aunt Alice. They walked toward a big blackboard at one end of the station. On the blackboard were written the names and numbers of the trains and the time when they would come or go.

"Yes, the train is on time," Aunt Alice said. "We have just an hour to wait."

"Is Bill's surprise coming on the four o'clock train?" Jack asked.

"Yes, it is coming by express. But I am not going to tell you what it is. I want you to be surprised too."

# Plan of Newton Railroad Station



"What does *express* mean, Aunt Alice?" Mary asked.

"It is a quick way of sending things by train, Mary. You know the trains that take people on journeys are called passenger trains, don't you? Most passenger trains have one or more cars for packages and other things sent by express. If you want your packages or boxes to travel quickly, you send them by express."

A man was calling out. "West Coast train on Track 5," Jack heard him say.

People picked up their bags and went toward the gate with 5 painted over it.

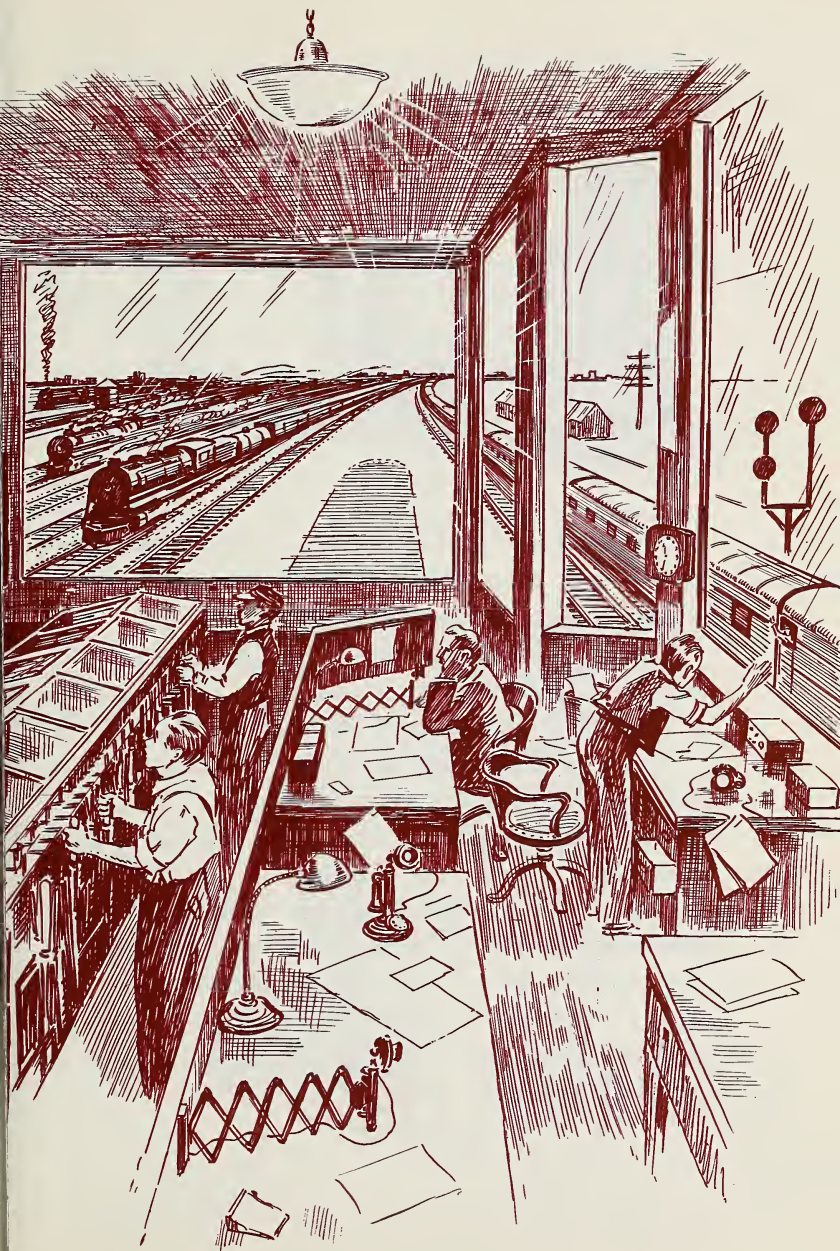
"When a train is coming into the station, how does it get on the right track?" Jack asked.

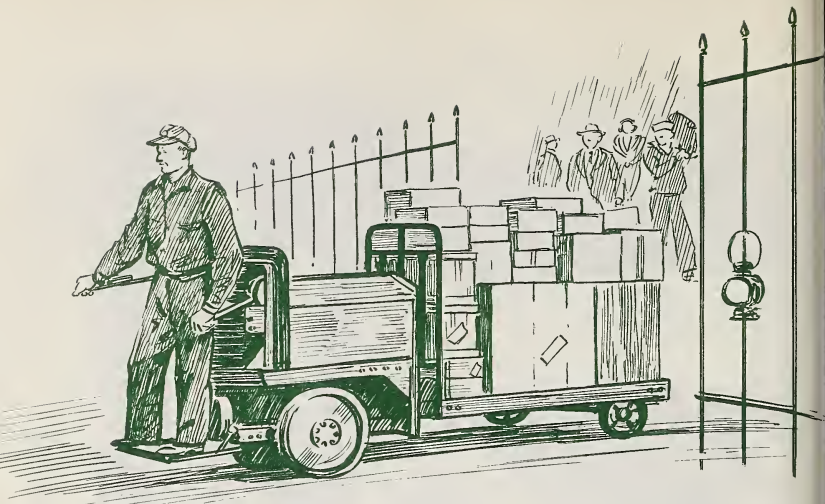
"There is a tower," his aunt said. "We cannot see it from here. But there are men in the tower all the time. The men in the tower work the tracks by electricity so that the train always comes in on the right track.

"Much of the railroad work is done by people we do not see," Aunt Alice went on. "There are men who look over each engine and each car to see that it is safe for travel. If anything is wrong with an engine or a train, they make it right before the train is sent out again. Other men take care of the tracks. On the railroads the rule is Safety First."

A small electric truck went through a gate. It was filled with boxes, trunks, and other things.







“Those things on the truck are being sent by express,” said Aunt Alice. “Bill’s birthday present is coming by express too.”

Another electric truck went through the gate. This one was loaded with strong cloth bags.

“What is in those bags?” Mary asked.

“They are mail bags,” Aunt Alice answered. “They are going to the mail car in that train.”

Jack and Mary saw the mail car. Men were moving around in it.

“The mail car is a kind of post office,” Aunt Alice said. “When you put a letter in the post office in town, your letter, and other letters that are going out of town, are put in bags. Packages which you mail are also put in bags. The bags are brought down here and put on the mail car.”

"Is that how all our letters travel?" Mary asked.

"Yes, unless our letters are sent by air mail, they are carried on the same trains that we travel on. There are men in the mail car who open the bags and see where the letters should go. Letters going to the same town are tied together in bundles. There are newspapers and packages as well as letters.

"When the train comes to that town, the mail is put off there. It is taken to the post office in the town. In large towns mailmen get the mail at the post office and take it around to the houses. In villages people often have to go to the post office to get their mail."

"The mailman brings our mail in his automobile," Mary said.





"Yes, most farm mail is taken around now. In the old days farm people had to drive to the towns or villages for their mail."

A great many people began to come through one of the gates. Jack looked at the clock.

"It is four o'clock, Aunt Alice," he said.

"Yes. The four o'clock train must have come in. Let's go to the express office now."

"Does Bill's present have to travel by express?" Jack asked.

"Yes, it must travel quickly," Aunt Alice said. "When you see it, you will know why."

Aunt Alice and the children walked through large rooms filled with many trunks, boxes, and packages.







Electric trucks were moving here and there. At last they found the place where they would get Bill's present. Aunt Alice said something to the man there.

"Yes, it should be here now," he said. "Wait, and I will see."

When the man came back, he had a small crate. Through the cracks the children could see a little black face.

"It's a puppy!" Mary cried. "Oh, Aunt Alice, is the puppy Bill's surprise?"

The man opened the crate and took out the little dog. He gave him to Jack. "You must take good care of him, boy. He is a fine little dog."

"He is not my dog," Jack said. "He is a birthday

present for my cousin. I am sure that Bill will be good to him."

"The expressmen have taken good care of him," Aunt Alice said to the man. "And now, children, we must take Bill's present home to him."



### How Would You Send It?

Below at the left are four things we want to send to another city. At the right is a list of the ways in which messages and other things can be sent. How would you send each of the four things listed on the left? Some might be sent in more than one way.

	parcel post
1. a heavy suitcase	ordinary mail
2. a birthday greeting	special delivery
3. a small Christmas present	air mail
4. a message telling that	telegram
someone is sick	express
	baggage

### How a Letter Travels

Aunt Alice wrote a letter to Mrs. Fuller, who lives on a farm. Follow this letter from the time Aunt Alice dropped it into the mailbox in the city until it reached the farm. Tell how it got out of the mailbox, what happened next, and so on.

## A New Community

Aunt Alice drove a long way from the railroad station to her new home. She left the station and drove on Shore Drive till she came to Oak Street. On the map find the way Aunt Alice traveled.



"Our house is on the edge of the city," Aunt Alice said. "It is almost in the country. There is not so much smoke there. Our flowers and trees will grow well in the sunshine. It is a good place for children to grow too."

They came to a place where tall trees stood on both sides of the street. Aunt Alice turned the car and drove down this street.

"This is where we live," she said.

At first the children thought they were in a park. Trees and grass grew everywhere. The houses were all white and new. Every house had trees and flowers around it.

"What a beautiful place!" Mary cried. "Even the streets do not look like streets. They look like country roads with trees and flowers."





Aunt Alice stopped the car in front of the house, and Bill came running out. He was glad to see his cousins.

All the way to Aunt Alice's house Jack had held the puppy. Now he gave the little dog to Bill.

"He is yours," Jack said.

"Mine? Is this puppy really mine?" Bill asked.

"Yes," said Aunt Alice. "The puppy is your birthday present from Father and me. He came by express on the train. Are you surprised?"

"Am I surprised?" Bill said. "I have always wanted a dog. This is the best birthday present I could have. Thank you very much!"

After supper Bill took his cousins for a walk through the new community, and of course he took his dog along. He showed Mary and Jack the playground and the school.

"Where are the stores?" Jack asked.

"Our stores are not built yet. We have to go to the stores in the older part of the city. But, if you will come with me, I will show you where they are building new stores for our community."

Bill took them to a place where a big hole had been dug in the ground. Boards and bricks lay all around.

"All our stores will be in one big building here," Bill said. "It will be white, the same color as the houses. It will have trees and grass around it. Stores in the older part of the city are not always pretty. Our store building will be as pretty as our homes."



"They have dug a big hole," Mary said. "Will the building be very large?"

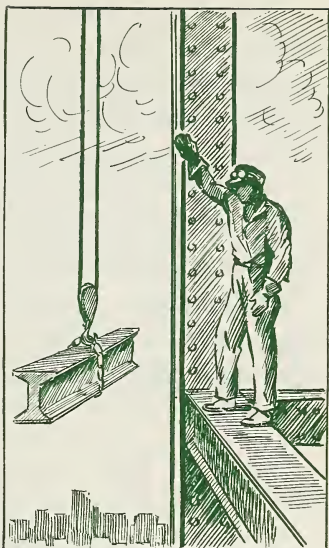
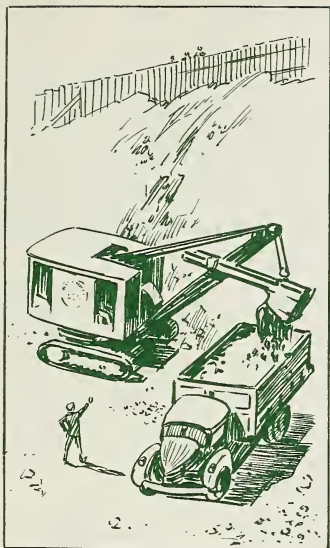
"Yes, it will be large," Bill said. "It was fun to watch them dig with the big shovel. One of the men told me what the building will be like when it is done.

"This man is the contractor. He hires the men to dig. Then he hires other men to make the frame. When they have the frame ready, he will hire more men to make the brick walls. He told me that a hundred men will work on the building before it is done."

"A hundred," Jack said. "I thought the same men did all the work."

"Long ago a few men built a house," Bill said. "But now many men work on a building. Different men do different things."

# Working on a City Building



"I hope we can come and watch them working while we are here," Jack said. "I am going to write notes about this building. I am going to keep notes about all the new things I see in the city. Then I can tell the boys and girls at home about them."

"We want to see all the new things we can," said Mary. "You must show us everything in the city and tell us everything we don't know."

Bill laughed. I don't think I can do all that, Mary. But I will try. Tomorrow we will begin to take some trips around the city."



### Who Am I?

I hire the men who work on a building. I see that the work is done as it should be. I am one of these: (1) a bricklayer, (2) a carpenter, (3) a contractor.

### Homeward Bound

Look at the map on page 237. On this kind of map the top is north, the bottom is south, the right side is east, and the left side is west.

Aunt Alice drove Mary and Jack to her home.

1. When Aunt Alice drove from the station to her home, in which general direction was she driving?

2. When Aunt Alice turned to the right, in which direction was she driving? When she turned left?



## A Trip to a Food Market

The next morning at breakfast Aunt Alice said, "I am driving downtown to the city market this morning. Would you children like to come?"

"The very thing!" Bill said. "Jack and Mary have never seen anything like our big city market. It will be a good place for them to begin learning about the city."

Aunt Alice drove a long way into the city. They came to some streets by the river. Here the houses were old and not very clean, and the streets were not clean.



"I don't like this part of Newton very much," Mary said.

"No one likes it, Mary," Aunt Alice answered. "You have seen that there are clean and pretty parts of Newton. This part was built long ago before people thought much about making the city beautiful. Our city council already has plans to tear down these old houses. When you come back in a few years, you will see good homes and playgrounds where these old houses stand now."

The car turned into a narrow street. All the stores here were filled with fruits and vegetables. Crates and boxes of fruits and vegetables were piled up high on the sidewalks.

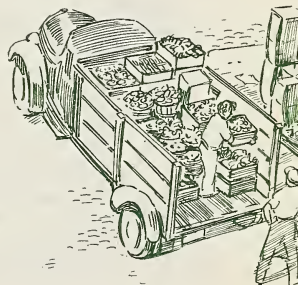
Aunt Alice parked the car, and they all got out. Aunt Alice took a basket. "First we will go and buy some bananas," she said. "Bill's father is coming home tonight, and he likes banana cake."

They made their way between big trucks that filled the street in front of the market.

"Those men have stores in different parts of the city," Bill said. "They are buying fruits and vegetables to sell in their own stores."

Mary stopped to look at a stand on the sidewalk. It was piled high with potatoes and carrots, tomatoes and corn.

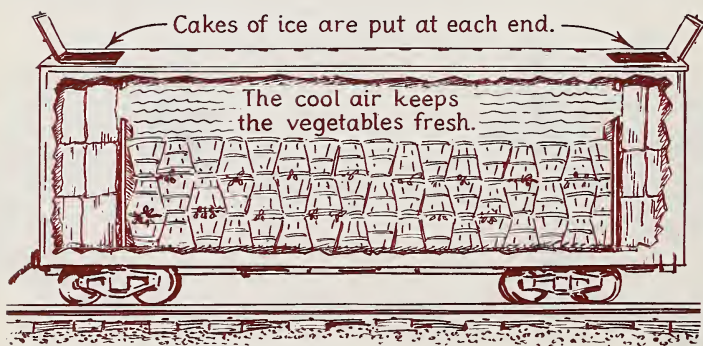
"Look, Jack," she said. "Here is a vegetable stand something like ours. The vegetables look like ours too."



"They may have come from farms near Pleasant Valley," Bill said. "All the fruits and vegetables that the farmers send to the city are brought here. Some of them come by boat on the river. Some come by truck. Over there where you see the tracks the trains bring in fruits and vegetables. That is where the refrigerator cars come in. Have you ever seen a refrigerator car?" he asked.

"I have seen refrigerator cars going through Pleasant Valley," Jack said. "They are part of a long freight train. They bring fruits and vegetables from far away, don't they?"

"Yes. You don't see many refrigerator cars here now because it is summer. In summer we get most of our fruits and vegetables from farms near Newton. But in the winter they have to be brought a long way from the South and West. To keep them from spoiling, they are sent in refrigerator cars packed with ice."





"I know another way to keep fresh fruits and vegetables from spoiling," Jack said. "They can be frozen near the places where they are raised and kept in cold storage until they are needed. We have a co-operative cold-storage plant in Pleasant Valley."

"Yes, that is the new way," Bill said. "Look. The man at that stand sells only potatoes. He does not often have to be afraid that his vegetables will spoil on the way. Potatoes don't have to come in refrigerator cars."

Jack laughed. "I know that. You forget that I am a farmer, Bill. Here we are at the banana stand."

Jack and Mary had never seen so many bananas. There were large bananas and small ones, yellow ones and green ones. They hung in large bunches to the very top of the stand.



"Where do they all come from?" Jack asked.

"They come to our country in ships," Bill told him. "Then trains and river boats bring them to Newton. You know, bananas don't grow in our country. They are sent to us from countries south of the United States. There are many ships used only to bring bananas to our country. These banana boats are air-cooled to keep the bananas from spoiling.

"My father made a trip on a banana boat one year. He told me how bananas are raised in the countries to the south."

"Tell us about it, Bill," Mary said.

So Bill told his cousins all he knew about bananas. He said that bananas grow on tall plants, one bunch to each plant. The bunch grows up from the stalk.



As the bananas grow, they become heavy and the bunch bends down. When the bunch is cut off, the plant dies. Another plant grows up from the old one, and from twelve to fifteen months later there is a new bunch of bananas to cut.

"The bananas are cut while they are still green," Bill said. "Often they are green when we buy them. If we wait a few days, they become ripe and yellow."

While Bill was talking, Aunt Alice was buying fine ripe bananas.

"Now let's get some oranges and some green vegetables," Aunt Alice said. "I like to buy in this market because everything here is fresh."

"Where do oranges grow, Bill?" Mary asked.

"I know," Jack said. "Oranges grow in our own country, in parts of the South, the Southeast, and the Southwest. They are brought here in refrigerator cars."

"That is right," Bill said. "And I don't have to tell you and Mary about apples because they grow in many parts of our country. You have apple trees on your own farm."

When Aunt Alice had bought all the fruits and vegetables she needed, she said to Bill, "Will you take the basket and put it in the car? Then we can eat at the lunchroom before we go home."

The market lunchroom was a big place, with many white tables. Bill told his cousins that it was open all night. "Do people come down here at night?" Jack asked.



“Oh, yes,” Bill answered. “The market is busiest at night. All night long the boats and trains and trucks come in, and men work to take the fruits and vegetables off them. These fruits and vegetables must be ready for sale the next morning while they are still fresh. If you think there is a crowd now, you should be here at midnight.

“The men who work here eat in this lunchroom. They eat in the middle of the night instead of in the middle of the day, as we do. They work through the night instead of through the day.”

Then Aunt Alice said, “While we are sleeping in our beds, men we never see are working all night long. They are working so that we shall have food to eat



the next day. People who never see each other are working for each other!

“When people live and work together in a community, everyone’s work helps someone else.”



### People Who Work at Night

Most people work during the day, but some must work at night. Do you know people who work at night? What do they do? Your teacher will write their jobs on the board as you name them. Tell why these people must work when most people sleep.

### How Will You Send Them?

Below are four lists of things that must be sent from one place to another so that people can use them. Under the lists are five pictures that show ways of sending these things. Copy the lists. Put beside each thing the number of the picture which shows the best and cheapest way of sending it from place to place.

coal	apples	ice cream	fresh meat
flour	wheat	tractors	watermelons
milk	lettuce	potatoes	sweet corn
steel	bread	bananas	automobiles



1



2



3



4



5

## An Airport

Uncle William, Bill's father, came home from a trip that afternoon. He was glad to see Mary and Jack.

"Are you having a good time?" he asked them.

"Yes, Uncle, we are having a fine time," Jack said. "We are trying to see all the things we never saw before. Newton has many new sights for us."

"I am showing Mary and Jack everything I can," Bill said. "Will you take us out to the airport where your office is? I know Mary and Jack would like to see that."

"Yes, we would," Jack said. "We have never been to a city airport."

"I will take you tomorrow," Uncle William said.

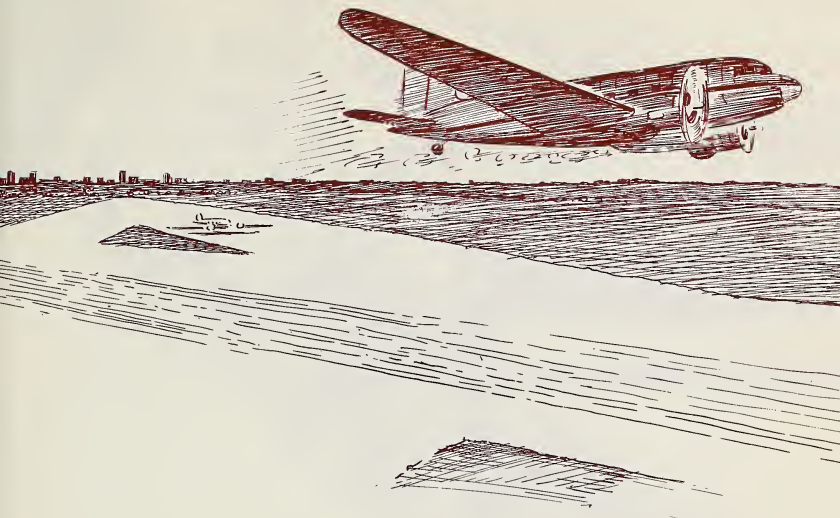
The next morning Mary, Jack, and Bill drove to the airport with Uncle William.

They parked the car and walked toward the airfield. They crossed a little bridge over a stream.

"What are those wide concrete roads?" asked Jack.

"We call them runways," Uncle William said. "The airplanes run on them as they take off. The planes land on the runways too."

Uncle William took Mary, Jack, and Bill into a large building. The first floor was a waiting room, almost like the one at the railroad station. Many people were coming and going. This was the airplane station.



Uncle William's office was on the top floor of the station. He does not fly an airplane. His work is to go around the country to get people to send freight by airplane.

The children went up to his office with him in an elevator. They waited while he read some letters.

Then Uncle William said, "I have time now to show you around the airport. Let's go."

They took the elevator down to the first floor. As they came into the waiting room, they heard a man calling out, "Eleven o'clock plane coming in from the West."

"Why," Mary said, "that is just like the man in the railroad station who was calling out trains."



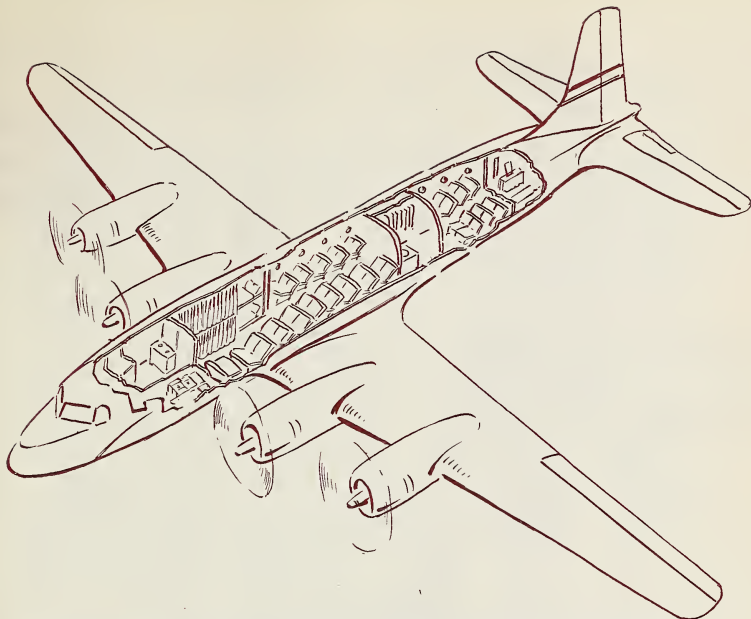
They went outside to watch the airplane land. It came down on a runway. It moved slowly toward them and then stopped.

A door in the plane was opened, and people began coming out. Their bags were put on trucks and taken to the station, where cars and buses were waiting. Some bags of mail were also taken from the plane.

When the passengers had gone, two men and a young woman got out of the plane.

"The two men are the pilots," Uncle William said. "They fly the airplane. The young woman is the





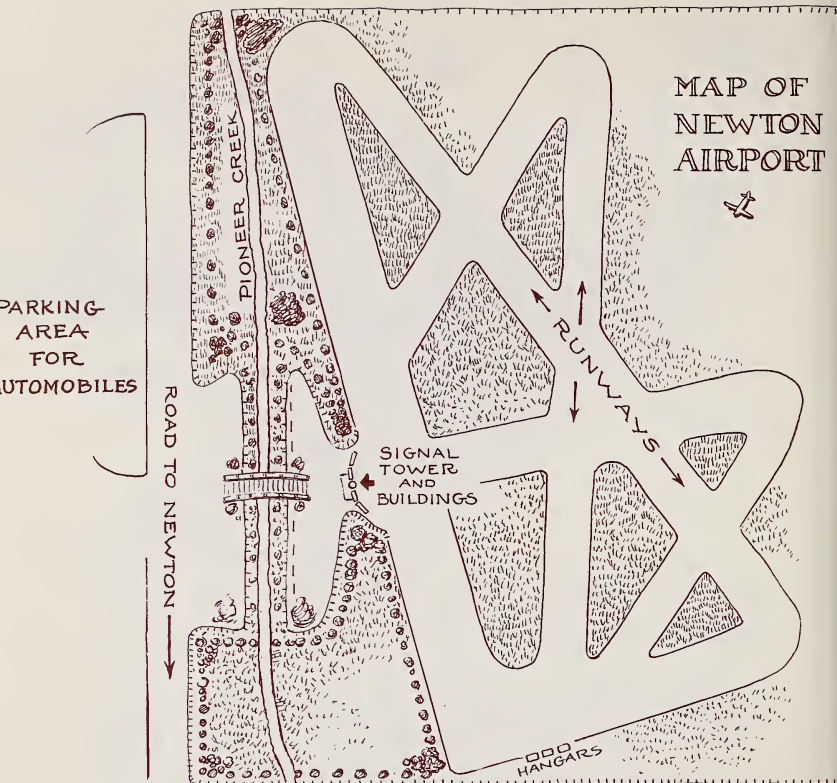
stewardess. She takes care of the people on the plane. She gives the passengers their meals and helps them in many ways.”

“May we see the inside of the plane?” Mary asked.

Their uncle took them up into the plane. They saw the seats for the passengers and the place up front where the pilots sit. They saw the very small kitchen, where food for the passengers is kept.

When they had left the plane, Uncle William said, “Now let’s go back into the building where we were.” They went into a room on the first floor.

Here some men were talking into telephones. Other men were looking at large maps that hung on the walls. Most of these maps were weather maps.



One map showed the whole airfield. Mary and Jack tried to find on it the place where they were.

"This room is the weather station," Uncle William said. "Weather is very important to the man who flies a plane. Weather reports are telephoned here from all parts of the country. Before a pilot takes off, he comes to this room to find out what kind of weather there will be where he is going."

Then Uncle William took the children to the control tower.

The control tower was high above the weather station. The children and Uncle William took the elevator to the very top of the building. There on the top was a room with glass walls. They all went into this room.

Through the glass walls they could see the airport below, with its green grass and smooth runways. A large plane was taking off. Cars and buses were driving to and from the station. It was a busy sight.

A man was sitting at a desk in the control tower. Another man was standing near the desk. He was talking into a telephone.



“These young people want to know what you do up here,” Uncle William said to the first man.

The man laughed. “You could say we are traffic policemen. At the busy street corners, you know, a policeman shows the cars which way to go. If he were not there, the cars would not always do the right thing. We are like the traffic policemen. We tell the planes when to come in and go out. We tell them which runways to use.”

The children asked the man a great many questions. He showed them the radio telephones that he and the other man used when they talked to the pilots in the air.

When the man had answered all the questions, Uncle William thanked him. The children thanked him too. They felt that they had learned many new things.

“We will go to lunch now,” Uncle William said when they had left the control tower. “After we have had our lunch, we will see the hangars, where the planes are kept.”

They had a good lunch in the airport lunchroom. Many people who worked at the airport were eating there. Some passengers from the planes were eating too.

“Those passengers are not staying in Newton,” Uncle William said. “They are going to other cities. They have to change planes at this airport. They get off one plane and wait for another one. While they

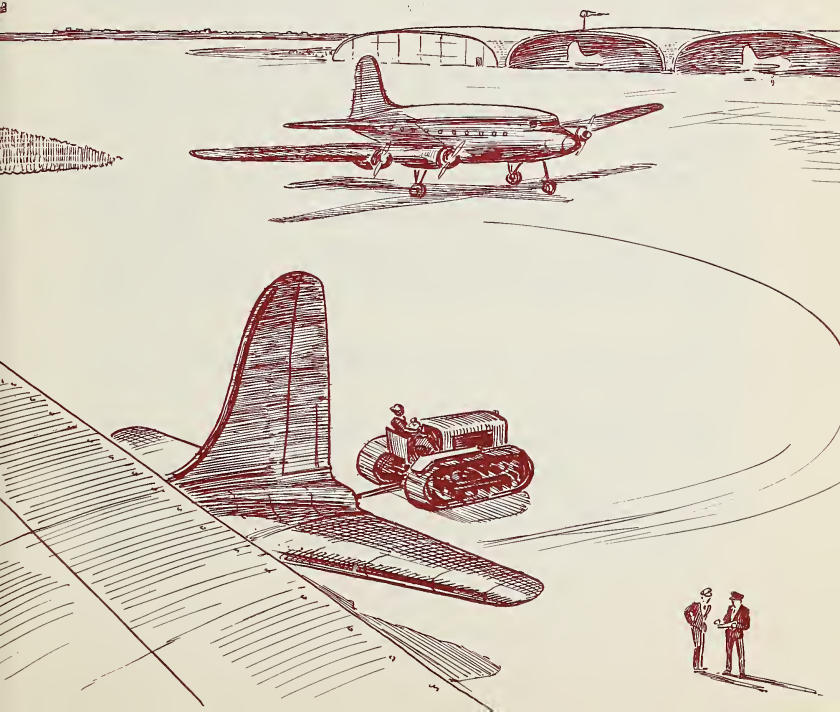


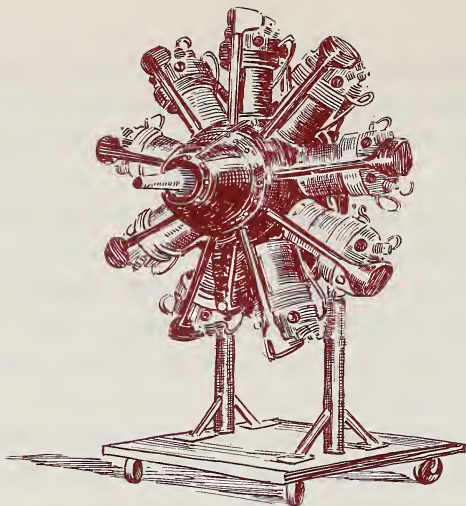
are waiting, they have their lunch. There is a hotel in the station too. If the passengers wish, they can stay all night at the hotel and take another plane the next day."

When they had finished eating, Uncle William took them to see some hangars.

"These are the garages for the planes," Uncle William said. "There are several of them. Each hangar is many times as big as the largest garage you have ever seen."

They went inside one of the hangars. Airplanes stood all around, like cars in a garage. While the children watched, a man drove a tractor up to one of the planes. Someone fastened the plane to the tractor.





Then the tractor pulled the airplane outside to the runway.

"That plane is ready for its trip," said Bill's father.

Many men were working on the airplanes in the hangar.

"They take the engine of a plane apart after it has flown some time," Uncle William said. "They look it over very carefully and make it ready for more flying. Everything is done to make traveling by air safe."

Uncle William looked around. "Let's go to see that freight plane," he said.

The freight plane had a seat for the pilots but no other seats. There was plenty of room left for boxes and packages.

"Are there as many freight planes as passenger planes?" Jack asked.

"There are more passenger planes in our country," Uncle William answered. "In the countries to the south of us there are more freight planes. Those countries do not have so many railroads and highways to carry freight as we have in the United States.

"Airplanes can go to parts of those countries that are very hard to get to in any other way. A great deal of freight goes by plane to those countries from the United States. It goes hundreds of miles over the mountains and the water."

"I should think air freight would be used for everything," Jack said.

"No," answered Uncle William. "In our country there are railroads and highways and river boats. We shall never use planes for everything.

"We are using airplanes more and more to carry things that must go quickly. Fresh vegetables and fruits and flowers are sent by freight plane.

"Medicines too are sent by plane. Sometimes lives have been saved because medicine was brought quickly by plane."

They walked around the hangar for a while, looking at all the planes.

Then Uncle William said, "I think you have seen everything. Now it is time to go home."

On the way to their car they went back over the little bridge. They stopped to look at the stream.

## Yesterday and Today

"This is Pioneer Creek," Uncle William said. "When I was a boy, we came here for picnics. The airport had not been built then. This place was covered with trees. The creek was named for the pioneers who camped here. The old road ran along the creek."

Bill looked around at the busy airport.

"How strange it all seems!" he said. "The pioneers camped in this place years ago, and look at it now."

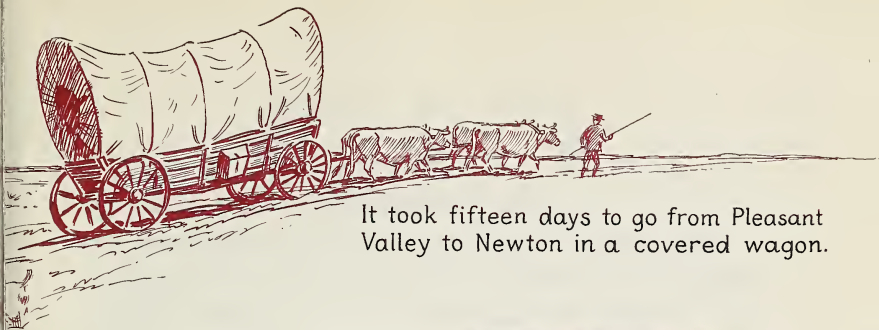
"Yes," said Jack. "Think of the days it took the covered wagons to go from here to Pleasant Valley. We came here in a few hours on the train. If we could take a plane to the farm, we would get there very fast."

"Nothing moved fast for the pioneers," Uncle William said. "They had to wait weeks and months for the things they needed to be sent to them by wagon. Even the first railroads and river boats were very slow. Letters were a long time on the way too."

"The pioneers needed airplanes even more than we do," Jack said. "We have fast trains, and good roads for our cars. Our letters go quickly. If we like, we can save time by telephoning or sending a telegram."

"That is all true," said Uncle William. "The life of the pioneers seems slow to us. But many years from now the people will have many things that we do not have today. Then the people will think that we were slow too."

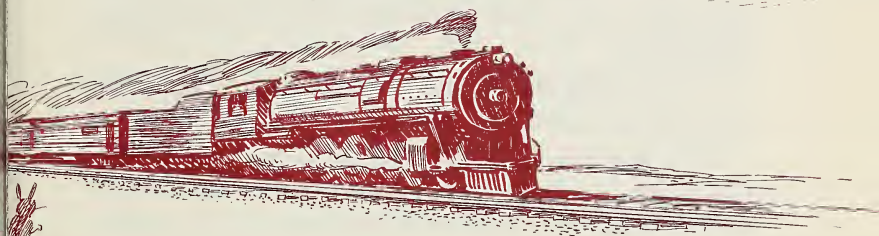




It took fifteen days to go from Pleasant Valley to Newton in a covered wagon.



Today it takes four and a half hours to make the trip in an automobile.



It takes three hours to make the trip in a train.



It takes only an hour to make the trip in an airplane.



### An Airplane Ride

Have you traveled in an airplane? If you have, be ready to tell the class about your trip. Perhaps no one in your class has been up in an airplane. Then invite someone who has traveled in a plane to visit the class and tell about the trip.

If the airport is not too far, take a trip to see it. Perhaps you will have a chance to go into a plane.

### At the Airport

Look at the map of the airport on page 256.

1. Use this map to tell the class about the trip that Mary, Jack, Bill, and Uncle William took around the airport.

2. Find Pioneer Creek on the map. In what direction do you think it flows?

3. Is the airport to the east or to the west of the highway?

### A Word Puzzle

Here are two groups of words. Look at them carefully and tell how the words in each group are alike.

1. pilots — passengers — stewardess
2. weather station — control tower

## Down in the Ground

The next morning Bill went to look for Jack. He found his cousin upstairs writing his notes.

"Oh, there you are," Bill said. "I have looked everywhere for you. Are you writing about the airport?"

"Yes," Jack answered. "I wanted to put down everything I saw. I am through now. Did you want me for something, Bill?"

"Mother is going to the city this morning," Bill said. "She thought we might like to go with her. You and Mary have not seen all the sights downtown."

Just then they heard Mary calling, "Come on, boys! We are ready to go."

Jack and Bill hurried downstairs.

"I am not going to use the car today," Aunt Alice said. "We will take the bus to the subway station and then ride downtown in the subway."

Jack and Mary had never seen a subway before. When they got off the bus, they looked around for the station. They were surprised when Aunt Alice started down some steps.

"It's like going down into a cellar, isn't it?" Mary said.

Bill laughed. "A pretty big cellar, Mary. It runs miles and miles under the streets."

They paid their fares and went through to the platform. Almost at once a long electric train came in.



When it stopped, all the doors on the cars opened at the same time.

They all got on the train. It was crowded, and they had to stand. The train was noisy and went very fast. Out of the windows there was nothing to see but dark walls.

But the stations were well lighted. Each time the train stopped at a station, the doors opened and many people got on and off. Everyone seemed to be in a hurry. The train did not wait long. Soon the doors closed, and the train was on its way again.

At every station there was a big sign telling the name of the station. Aunt Alice watched until the train stopped at the station she wanted. "We get off here," she said. "Follow me."





They got off and went up the steps to the street. Aunt Alice took them into a large department store. A department store sells many different kinds of things. It has a separate place, or department, for each kind of article it sells. "First we must buy Bill some shoes," she said.

The shoe department was on the second floor. There were elevators, but Bill asked his mother if they might go up on the escalator.

Jack and Mary did not know what he was talking about until they saw the moving stairs.

"Just stand still on one step," Aunt Alice said. They did as she said and were taken to the second floor.

"That was fun!" said Jack as he stepped off.



When Bill's shoes had been bought, Aunt Alice said, "Now I have to get some things for the house."

"After you do that, Mother," Bill said, "may we take Jack and Mary to the top of the building across the street?"

"Why, yes, Bill," Aunt Alice said. Then they all got on the escalator.

"I like the escalator," Mary said as the moving stairs took them down to the first floor. "I like this store. I have never seen so many things to buy. It's not much like our stores in Pleasant Valley."



### Choose the Best Reasons

Only the largest of our cities have subways. Small communities do not have subways. Below are three reasons why smaller communities do not have subways. Which two reasons do you think are the best ones?

1. The cost of building a subway is too great.
2. Most people do not like to ride in subways.
3. In smaller communities there are not enough people who would use a subway.

### How Would You Go?

Jack's cousin Bill has decided to go to the movies this Saturday afternoon. The movie is ten blocks from his home.

There are five ways he can go. He can go by bus, by streetcar, by bicycle, by subway, or by walking.

How do you think Bill should go? Tell why.

### Taking Notes

Jack took notes on the things he saw in Newton. He wrote a few words about each important thing.

Practice taking notes. Pick out any story you have read so far. Make written notes of all the important things you find in it.

## Up in a High Building

Mary, Jack, and Bill went with Aunt Alice through the front door of the store to the sidewalk.

“This is the busiest street in Newton,” Bill said. “Thousands of people come here every day to work in the stores and offices. That’s why the subway was so crowded.”

They crossed the street and went into a high building. They were in a long hall where there were many elevators.

“We will wait for the express elevator,” Bill said.







“It does not stop until after it has gone by several floors. That saves time for the people who work on the floors at the top of the building.”

The elevator came, and they got into it. It went up so fast that Mary felt a little frightened at first.

They soon came to the top floor. They got out into a hall. Glass doors were all around them. A man was sitting at a desk.

“May we go outside?” Aunt Alice asked.

“Yes, but hold your hats,” the man told them.

“It’s windy out there.”

They went out through one of the glass doors. They were now on the roof of the highest building in Newton.

There was a walk around the top of the building with a stone wall to keep people from falling. A strong wind was blowing. The sunshine was very bright, for they were up above the smoke of the city.

They went to the wall and looked down. Far down they could see the streets. The automobiles and streetcars were like toys. Even the store across the street, which they knew was large, looked small from here.

"Can we see your house?" Jack asked Bill.

Bill pointed to the far edge of the city. All they could see were green trees and little white spots.

"The white spots are the houses," Bill said. "But we are too far away to pick out our house."

They stayed for some time on the roof, trying to find the different places they knew in the city.

They looked to the north, to the east, to the south, and to the west. Then from near by they heard a clock begin to strike.

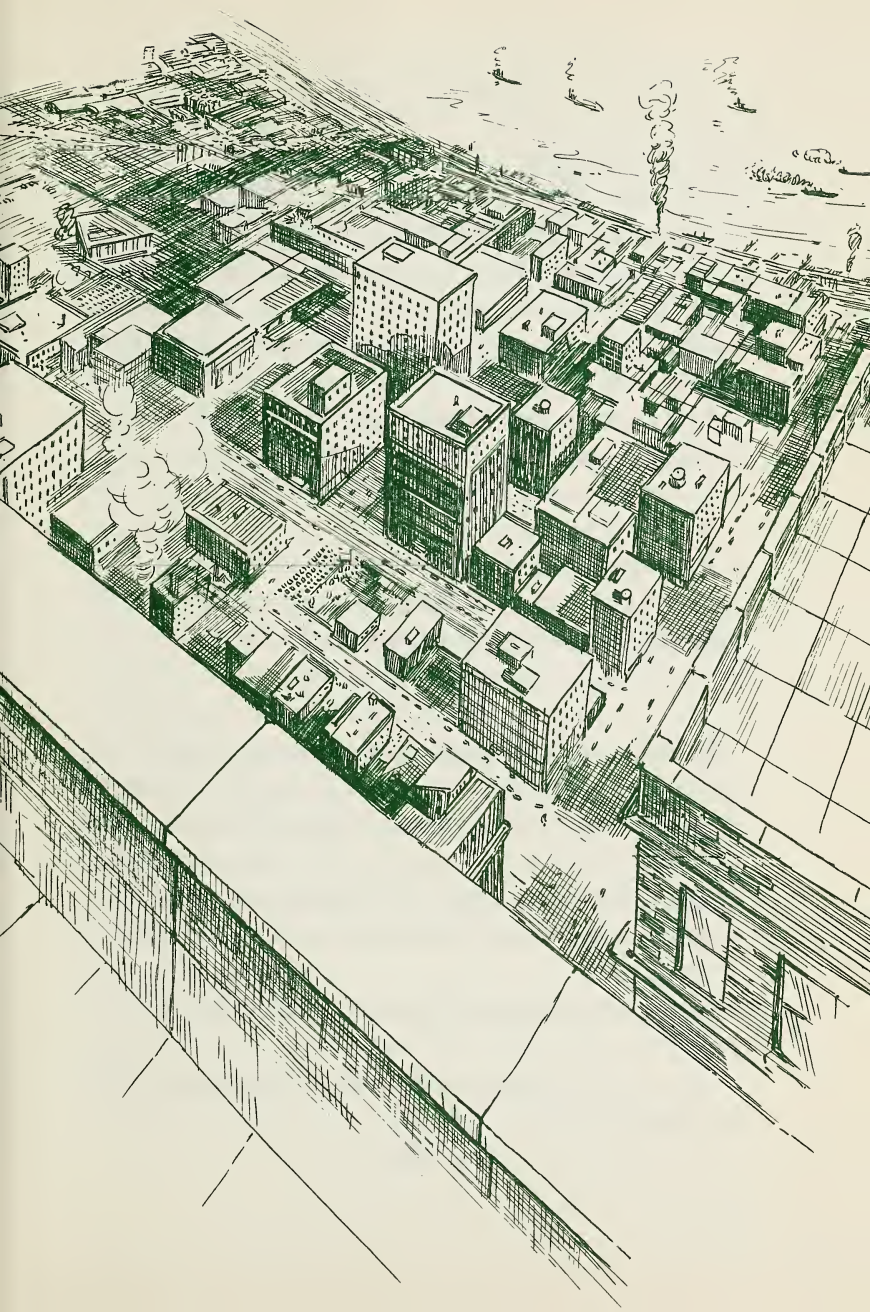
Mary was surprised. "Where is that?" she asked.

"There is a big clock on the outside wall of this building," said Bill. "It is the largest clock in the city. It can be seen from any part of the city."

Jack had been listening carefully to the clock. "Twelve o'clock," he said.

"Yes, and we are to meet Father at twelve," Bill said. "We must go."

Mary and Jack thanked Aunt Alice for bringing them to the high building.





### Thinking About the Sun

On page 271 there is a picture of big buildings. This picture and the story about a big building will help you answer the questions below. Start with the first question and try not to miss any of them.

Mary, Jack, Bill, and Aunt Alice are at the top of the big building. The sun is shining.

1. What season of the year is it?
2. What time of day is it?
3. What time will it be three hours later?
4. If the sun is shining at four o'clock in the afternoon, will the building cast a shadow?

### From the Air

Mary, Jack, and Bill looked out over the city from the top of the high building. It was like looking at the city from an airplane. What they saw was something like the map on page 237. Look at this map again and find the answers to the questions below.

1. In what direction from the high building is Bill's home?
2. In what direction from the high building is the river?
3. In what directions do most of the streets of the city run?



## At the Museum

There were so many things for Mary and Jack to see that their visit in the city went very fast. It was almost over when Bill said one day, "There is another place you should see in Newton. We must go to the museum."

"Is that where they have all the Indian things?" Jack asked.

"Yes, they have a large Indian room, but there are other rooms in the museum too. They have one room with things that the pioneers used. You will like the museum."

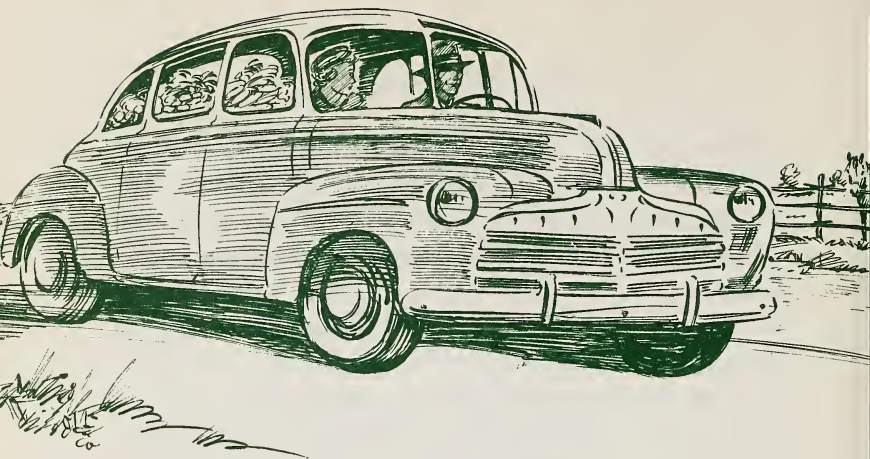
"I am sure we shall like it very much," Jack answered. "Father spoke of the museum when he was telling us about the Indians. If you don't mind, Bill, I would rather wait until Father comes. I know he would like to go with us."

"If they have pioneer things, Mother would like to go too," Mary said. "She and Father will be here next week, Bill, to take us home. We could all go to the museum then."

Mr. and Mrs. Fuller came in their car the next week. The back seat was piled high with fresh vegetables from their garden.

"It will be a long time before I have to go to the market again," Aunt Alice said when she saw what they had brought with them.

Jack and Mary were very glad to see their parents.



That evening at dinner Jack said, "Father, we have not been to the museum yet. I think we have seen everything else in the city. We told Bill we would save the museum until you and Mother came. Will you and Mother go with us tomorrow?"

"Yes, we will," Father answered. "I have not been there for a long time. Thank you for waiting. Now Mother and I can go with you. We shall enjoy seeing the museum again."

The next afternoon Jack, Mary, and Bill got into the car with Mr. and Mrs. Fuller. Aunt Alice said she would stay at home and have dinner ready when they came back.

"You will have to tell me where to drive, Bill," Father said as they started off. "I forget the way to the museum."

Bill told Mr. Fuller which streets to take. They could see the museum as they came near it, for it was a very large building. It was made of stone, with many steps in front.

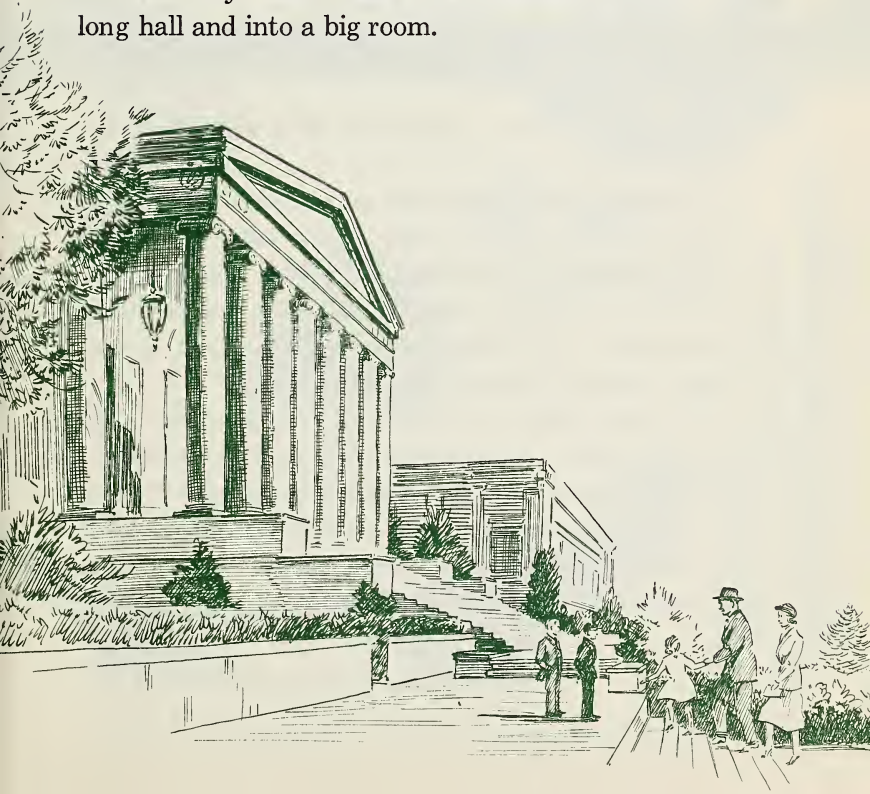
"What a beautiful building," Mary said as they went up the steps.

"It is a fine museum," Father said. "It is one of the best museums in the country. Bill, we are going to leave everything to you. Where shall we go first?"

Bill looked at Jack.

"Indians," Jack said.

"This way then." Bill took them to the end of a long hall and into a big room.





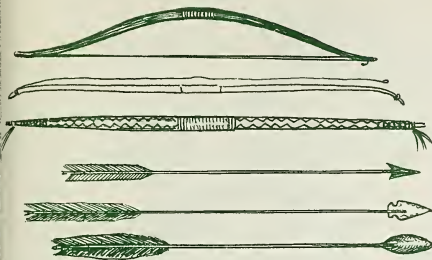
“Oh, my!” Mary caught her father’s hand. “Are they real?”

It was as if they had come to an Indian home. In front of them a wigwam stood under green trees. An Indian woman in a deerskin dress was grinding corn on a stone. Another Indian woman was bending over a fireplace. An Indian man was making a canoe. Indian children were playing on the ground.

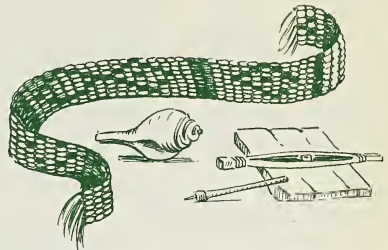
“No, the Indians are not real,” Father said. “If you look again, you will see that they are made of wood and paper. But the clothes they are wearing are real. They are deerskin clothes made by Indians long ago. The wigwam is real too, and the canoe. Let’s go nearer and have a good look.”



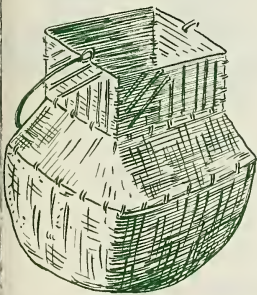
# Things Made by Indians



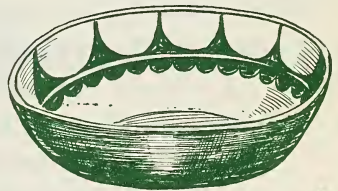
Bows and arrows



Wampum belt, and the shell and tools used to make it



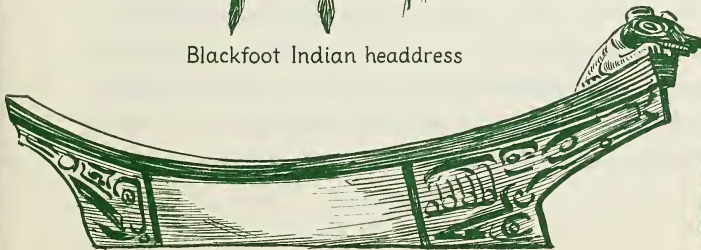
Huron water bucket made of birch bark



Clay bowls of the Southwest Indians



Blackfoot Indian headdress



Dugout canoe and totem poles of the Northwest Indians

Jack remembered about the different tribes of Indians. "These are the Indians who lived in the woods, aren't they, Father?" he said.

"Yes," said Mr. Fuller. "When you finish looking at the Indian family, you must look at the pictures on the walls. I think we have seen them before."

"We did see them before!" Mary said. "They are like the ones I showed you when we talked about the clay-house Indians and the Indians who lived by the ocean. My teacher told me her small pictures were copied from large ones in this museum."

They moved about the big room, looking at everything. They saw bows and arrows, wampum belts, clay bowls, and baskets. In one corner stood a big dugout and some totem poles.

There was so much to see that Jack thought he could stay all day in the Indian room.

But Mother said, "We must not forget the pioneers. There is something in the pioneer room that I want you children to see."

"I know what it is," Bill said. "Your mother gave it to the museum. It's . . ."

"Wait, Bill," Mrs. Fuller said. "Let's see if Jack and Mary know it when they see it."

The pioneer room was upstairs in the museum. A real covered wagon stood in the middle of the room. Near it was a three-sided log cabin. A pioneer mother was shown working at her spinning wheel. A pioneer girl was making the wool ready for spinning.



All of the furniture in the cabin had been made by hand. A butter churn made of wood stood in one of the corners.

"There is something here that came from the Clark cabin," Mother said. "It is something that my great-grandmother brought from her old home. She used it on the trip west. Her little girl Louise helped her use it. Can you guess what it is?"

"I know," Mary said. "It's the churn! Is that it, Mother? Is that the very same churn that Louise used to make butter?"

"The very same," Mother said. "It is very old. I gave it to the museum a long time ago. I was glad to give it to the museum. The museum will take care of it, and it will never get lost or broken."

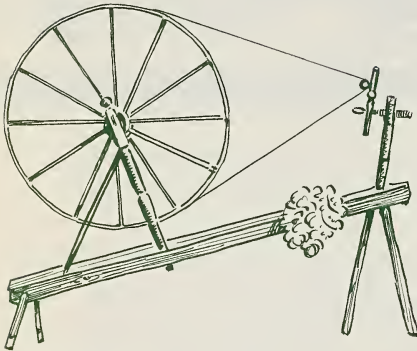
# Things Used by Pioneers



Butter churn



Covered wagon



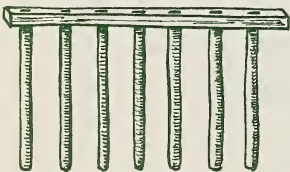
Spinning wheel used for wool



Log stool



Gun and powder horn



Candle mold



Pioneer plow



As they looked around the room, they saw many other things that the children and grandchildren of pioneers had given to the museum. Mary was glad that she had learned about pioneers before coming here. Now she knew without being told what the things were and how they had been used.

When they had seen everything, Mother said that she was a little tired. "We have been standing and walking for hours," she said. "I should like to sit down and rest a little before we start home."

"Let's go out into the museum garden," Bill said. "There are seats there."

They followed him into the beautiful garden behind the museum. Mother and Father found a bench. The children sat down with them.

"I feel as if I had just been visiting the pioneers," Mary said.

"And I feel as if I had just come from an Indian village," said Jack.

"That's right," said Bill. "We have visited the pioneers and Indians. But now we are sitting in the middle of the great city of Newton."

"Yes," Jack said. "It's like coming from the long ago into the now."

"I wonder how we would have liked living in the long ago," Father said.

Mother said, "I would not have liked it at all. Think of having no electric lights and no refrigerator. Think of having to cook over an open fireplace and of

having to spin our own thread and weave our own cloth on a loom."

"And think of having to travel in a covered wagon," Bill said. "No cars, no trains, no airplanes!"

"The pioneer farmer had a hard time too," Father said. "He had to raise his crops without any machines to help him. He had to build or make everything he used on the farm."

"But the pioneers had an easier time than the Indians," said Mary. "The Indians didn't have anything. They even had to make their own dishes."

"I think we are all glad we are living now, not in the long ago," Father said. "What do you say, Jack?"

Jack looked up. "Yes, I'm glad I'm living now, Father. But I like the Indians and the pioneers. They were strong and brave."

"I'm glad you like them, Jack," his father said. "They were good people. The Indians worked together to build their communities. The pioneers worked together too. When people work together, living becomes easier and better for everyone."

"The people in Pleasant Valley work together," Jack said. "The people in Newton do too. Bill showed us that."

"Yes," said his father. "That is the way that the world gets better. It gets better because people think of others. They think about the community in which they live. They work together to make it a good community for everyone."

"The pioneers had a better community than the Indians. We have a better community than the pioneers had. Each community is a little better than the one that went before it."

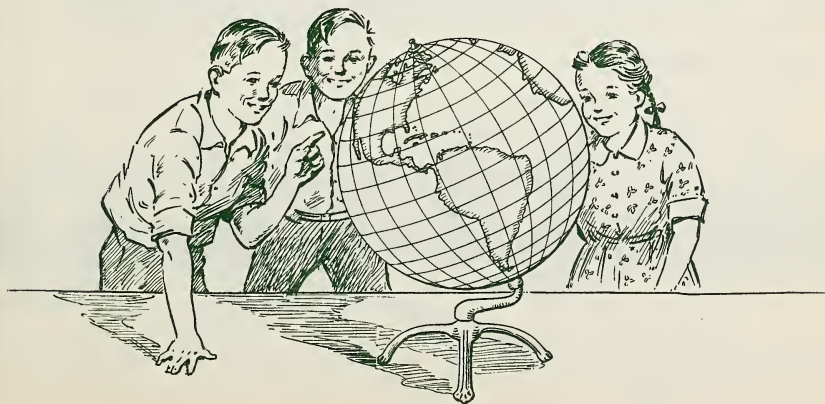
"I see what you mean," Jack said. "Communities become better all the time, don't they?"

"They do if the people work to make them better," said Father. "It is the task of each one of us to help in our community."

"You and all the other boys and girls of today will be the men and women of tomorrow. You will have to help build the community in which you live. You can make it a better community than it is now. If the people in the communities all over the world work to make their communities better, they will make a better world. But remember, you can make communities better only by working together with other people."

Jack and Mary and Bill looked at one another. Then Jack spoke for all of them.

"We will remember," he said. "We will always work together with others to make our community one of the best communities in the world."





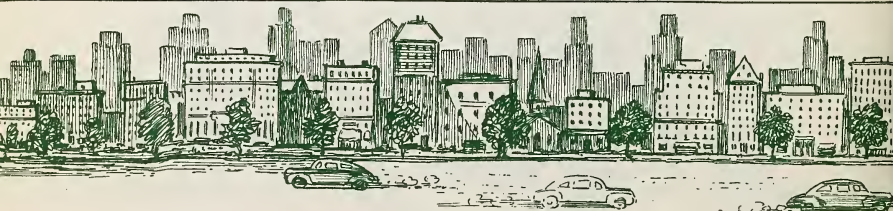
Indian Communities



A Pioneer Community

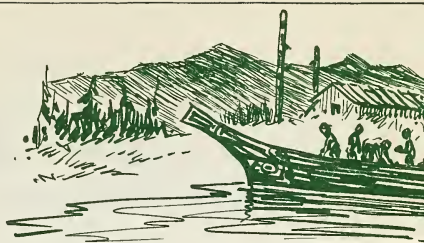
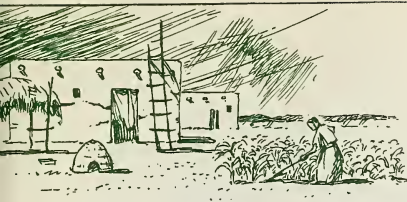


A Farm Community



A City Community







## WHAT HAVE YOU LEARNED SO FAR?

### Let's Draw Maps

1. Draw a map to show a camp or park that you know about. Some of the things you might have on your map are: woods, or trees that stand alone; a lake or stream; buildings or tents; a campfire; paths.

2. Draw a map of the city market that your book tells about. Show where different things are sold. Show the railroad and the lunchroom. Your map need not look like those drawn by other pupils. Draw it as you think it should be.

### Missing Words

The words given below should not be hard for you. Show that you know their meaning by finding the right ones to fit the blanks in the sentences.

apartment — department — elevator  
grain elevator — express elevator

1. The (?) stopped at every floor.
2. The (?) went to the tenth floor without stopping.
3. The (?) was rented.
4. He worked in a (?) store.
5. The wheat was stored in a (?).

## Let's Do This

1. Perhaps a pupil can bring to class a railroad timetable. Ask your teacher to write parts of it on the board and to tell you about it. Pass it around so that everyone can see it.

2. Perhaps a pupil can bring to class a baggage check and an express check so that everyone may see them. This pupil or another may tell the class about baggage and express checks and how they are used.

3. Bring tags for putting your address on your bags when you travel. Why should you mark your bags?

4. If you have a sand table in your classroom, use sand to build the Newton airport.

5. You can also make an airport by using a large cardboard laid flat on a table. Use flour and salt to make the runways (two cups of salt to one cup of flour and one cup of water).

## Read About a City

Unless you live in or near a city, you may not be able to go and see the things in a city. There are many good books about cities that you will be able to read. Find out all you can about these things:

- |                        |                 |
|------------------------|-----------------|
| 1. subways             | 6. museums      |
| 2. ferryboats          | 7. factories    |
| 3. tugboats            | 8. large stores |
| 4. big boats and ships | 9. streetcars   |
| 5. railroad stations   | 10. airports    |



### What People Need

You have learned about people who live on farms, people who live in villages, and people who live in cities. You have learned about Indians and pioneers.

You have found that not all people live in the same way. You know that not all people need and use the same things.

But there are some things that all people do need and use. See if you can find these things in the two lists given below.

- |                              |   |
|------------------------------|---|
| 1. automobiles               | 6. money                                |
| 2. food                      | 7. a way of speaking                    |
| 3. telephones                | 8. post offices                         |
| 4. picture writing           | 9. clothing                             |
| 5. homes in which<br>to live | 10. a way to get from<br>place to place |

On a sheet of paper write the things that people everywhere need and use.



## Some Social Studies Words

All of these words are used somewhere in your book. The numbers tell on which pages you can find them.

Make a habit of learning new words. Use new words as often as you can.

**Apartment** — A room or group of rooms in which one or more people live. An apartment building is a building divided into apartments. (61)

**Bank** — A building where money is saved or kept until it is needed. (33)

**Barter** — Trading one thing for another instead of buying with money. (185)

**Buffalo** — A large animal with a big head and rough hair. It has two short horns and split hoofs. (107)

**Business** — Buying and selling. (185)

**Canoes** — Light boats made of bark or skins or wood and moved by paddles. (90)

**Check room** — Place where baggage and packages may be left until they are wanted. (227)

**Church services** — Religious meetings held in a church. (206)

**Club** — A group of people who meet together to do something they want to do. They make rules for their meetings. (42)

**Cold-storage** — A way of freezing food and keeping it a long time without spoiling. (27)

**Community** — The people who live in one place, such as a village or a town. The place where people live is often called a community. (65)

**Contractor** — A man who hires workers to build a house or do some other work. He plans the work so that it will be finished at the right time. (240)

**Co-operative** — Shared by a group of people. A person is co-operative if he is willing to work with other people. (28)

**Council** — A group of people who meet to decide what to do. (83)

**Department store** — A store that sells many different things. Each kind of thing is sold in its own place, or department. (267)

**Earned** — Made money by working for it. (32)

**Education** — Learning. (43)

**Elevator** — A machine with a cage that carries people up or down in a building. (63)

**Elevator (for wheat)** — A high building where wheat is kept. Sometimes wheat elevators are in groups and look like tall, round towers. (38)

**Escalator** — A moving stairway. (267)

**Express** — A quick way to send things. An elevator that does not stop at every floor, or a fast train that does not stop at all the stations. (228)

**Factories** — Buildings where people work to make things that are to be sold. (58)

**Fares** — The money paid for rides in a train, a bus, a boat, or an airplane. (265)

**Ferry** — A boat that carries people and freight across a body of water. (165)

**Flint** — A hard stone. If a piece of steel is struck on flint, sparks will be made. The sparks may be used to start a fire. (178)

**Fort** — A place with thick walls of stone or wood. The walls help to keep soldiers safe when they have to fight against an enemy outside the walls. (156)

**Freight** — Things that are carried over water or land or in the air to where they are needed. (60)

**Government** — The men and women who are chosen by the people to guide the country. Their job is to see that the people live and work together without hurting one another. (47)

**Gunpowder** — Fine powder like the powder used in firecrackers. When a gun is shot, the gunpowder sends out the bullet. (184)

**Hangars** — Big garages for airplanes. (258)

**Harvested** — Gathered in. (11)

**Hills** — Parts of the earth that are higher than the land around them. Hills are usually thought of as being lower than mountains. (11)

**Hired** — Paid to do some work. (29)

**Homestead** — Land given by the government to people who want to make a home on it. (210)

**Hotel** — A building where people away from home can get rooms and meals by paying for them. (259)

**Laws** — Rules made by a country so that the people will live and work together. (99)

**Leader** — A person whom other people have chosen to guide them in living and working together. (83)

**Living** — A living means food, clothing, shelter, and other things people need. (38)

**Machines** — Things made by people to do work for them. A pencil sharpener and a bicycle are machines. (11)

**Market** — A place where food and other things are taken so that people can buy them. (6)

**Messages** — Words that one person sends to another. Indians used pictures or smoke for sending messages. (100)

**Midnight** — Twelve o'clock in the middle of the night. (250)

**Money** — Pennies, nickels, dimes, quarters, half dollars, and dollars. (17)

**Mountains** — Parts of the earth that are much higher than the land around them. Mountains are usually thought of as being higher than hills. (11)

**Museum** — A room or a building where you can see many things that have been saved from the past. (72)

**Ocean** — The largest body of water. Oceans are salt water. They reach many times farther than you can see from the edge of the land. (126)

**Oxen** — Big, strong animals that are somewhat like cows. All oxen have split hoofs, and some have horns. (159)



**Passengers** — People who travel in trains, or automobiles, or buses, or boats, or airplanes. (254)

**Peace** — An end of fighting. People or groups of people have peace when they are friendly. (67)

**Pilgrims** — Some of the first people who left England and came to live in this country. (149)

**Pilots** — The men or women who fly airplanes. (254)

**Pioneers** — The people who built their homes in parts of this country where only the Indians had lived. (142)

**Plains** — Flat parts of our country. The great plains are in the middle of the country. (102)

**Plan** — To think how you will do something. (5)

**Price** — The money paid for something that is bought. (54)

**Pueblo** — A village. A pueblo is an Indian village in the southwest part of our country. (123)

**Records** — Writing or pictures that tell what has happened. (138)

**Refrigerator** — A place for cooling or freezing food. (23)

**River** — A large stream of flowing water. (53)

**Runways** — Strips like roads, at airports. Before airplanes take off, they go along the runways. When they land, they come down on the runways. (252)

**Safety First** — Words that make us think how to keep out of danger. (230)

**Scouts** — Persons who go out to look for something. (113)

**Season** — Part of the year. The seasons are spring, summer, autumn, and winter. (42)

**Signs** — Boards or papers that have words on them and are put up to tell something. (9)

**Silo** — A tall, round tower in which the cut-up stalks of corn are kept for cow feed. (11)

**Sod** — A mat of grass and roots growing in the soil. Some pioneers used pieces of sod to build houses. (172)

**Spear** — A long pole or stick with a sharp end. The spear that the Indians used had a sharp stone or piece of bone on the end. (114)

**Spend** — To use up in paying for something. (33)

**Spinning** — Making thread out of cotton, wool, or flax. (194)

**Stagecoach** — A closed coach, or wagon, pulled by horses. People traveled in stagecoaches before there were trains. (213)

**Steel** — Iron that has been made very hard and strong. (178)

**Stewardess** — A young woman who takes care of airplane passengers. Sometimes called a hostess. (255)

**Stockyards** — Places where animals are brought by the farmers who are selling them. The animals may be kept in the stockyards until they are killed for meat. (51)

**Storing** — Putting away for future use. (22)

**Stream** — Water that flows between banks. (11)

**Streetcars** — Electric cars that run on tracks along a street. They carry passengers. (54)

**Subway** — An electric railroad that runs through underground tunnels in a city. (265)

**Tallow** — The hard fat of sheep or cattle. The pioneers used this fat to make candles. (179)

**Tax** — Money paid by people to the government. The tax money is used for schools and other things that help all the people. (23)

**Tepees** — Indian tents made with poles and the skins of animals. Tepees had pointed tops. (79)

**Thanksgiving Day** — A day for giving thanks to God. The Pilgrims had the first Thanksgiving Day. Thanksgiving Day comes each year, on the fourth Thursday in November. (150)

**Timetables** — Lists that tell the time when trains come to a station or go out of a station. (228)

**Totem** — An animal or a thing that an Indian family liked. Each family of the Indians near the ocean cut its own totems on wooden poles. (134)

**Tractor** — A machine that is used to pull heavy loads. (15)

**Trading post** — A place where white men and Indians could bring furs and get blankets, flour, and other food for them. There are still trading posts in many parts of the world today. (156)

**Travois** — A frame made of poles. It was tied to a dog or horse and used by the Indians of the plains to carry things. (112)

**Tribes** — Indian families living close to each other. The chief in a tribe helps his people to do the right things. (73)

**United States** — The name of our country. It is called the United States because it is made of 48 different states. (151)

**Valley** — Land between hills or mountains. Often a river or a stream flows through a valley. (169)

**Village** — A small group of houses where people live. (2)

**Vote** — To tell whether you favor something that has been talked about. Raising your hand is one way to vote. (29)

**Wampum** — Beads made from shells and strung on thin pieces of skin. The Indians used wampum as money. (94)

**Weather** — What the air is like outdoors. Weather may be hot, cold, stormy, rainy, snowy, or fair. (21)

**Wigwams** — Homes made by Indians from poles and bark, or grass, or skins. Wigwams often had rounded tops. (72)

**World** — The earth and all the people and animals and plants that live on it. (222)

**Wove** — Made threads into cloth by putting them together. (196)





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